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ABSTRACT

The study involved the development of an experimental vocational education program for emotionally disturbed and brain-injured adolescents in a public school. Subjects were 29 boys, ages 14-21 years, enrolled in special classes for the emotionally disturbed and brain-injured. The program embodied three levels of training: prevocational orientation, exploratory occupational education, and specific occupational preparation. The last two were provided through supervised work experience and a classroom shop program in a vocational school setting. Fourteen subjects graduated from the program, three returned to and graduated from the regular high school program, 10 left the program, and two are still enrolled. A followup study showed that 13 of the 14 program graduates are satisfactorily employed. Essential elements of a comprehensive vocational education program in a public school were found to include participation of the public vocational rehabilitation agency, services of a vocational school, extensive exploratory occupational experience, and availability of both a classroom shop instructional program and on-the-job instruction. Curriculum guidelines are appended. (Author/KW)

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FINAL REPORT
PROJECT NO. RD-1279-P

A PROGRAM FOR THE VOCATIONAL REHABILITATION OF EMOTIONALLY DISTURBED AND BRAIN-INJURED ADOLESCENTS IN A PUBLIC SCHOOL SETTING

by

Paul Irvine

assisted by

Russell A. Plumpton

Final Report
of a
Research and Demonstration Project
Conducted by
The Board of Cooperative Educational Services
of Putnam and Northern Westchester Counties
Yorktown Heights, New York, 10598
August 1970

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SIGNIFICANT FINDINGS FOR REHABILITATION AND SOCIAL SERVICE WORKERS

This study demonstrates the feasibility of providing a vocational rehabilitation program for emotionally disturbed and brain-injured adolescents in a public school setting. The program which was developed contained certain features which appear to be essential ingredients of a comprehensive program of vocational rehabilitation in the public schools:

1. Participation of the public rehabilitation agency in developing needed services which the school system cannot provide by itself. This is an obvious point but one that is often ignored.

2. An integrated special education-occupational education staff to provide the classroom-shop aspects of the program. Special education programs too often "go it alone," either by preference or because many vocational schools resist admission of handicapped students.

3. An organized program of exploratory occupational education. For many pupils an exploratory occupational education program is a prerequisite to success in a vocational rehabilitation program. The classroom-shop program of exploratory occupational education is probably the most significant innovation resulting from the Project. It is deserving of careful consideration by rehabilitation agencies and school systems.

4. Availability of a classroom-shop program for some students and an on-the-job program for others, in the exploratory phase as well as in specific occupational preparation.

It is to be hoped that our experience will encourage both school systems and rehabilitation agencies to seek the kind of interagency cooperation which helps each to accomplish its goals and which results in improved services for the handicapped.

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Many members of the staff of the White Plains office of the Division of Vocational Rehabilitation assisted in planning and carrying out the Project. We are especially indebted to Mr. Walter Oldham, a Vocational Rehabilitation Counselor who brought to the Project both imagination and expertise in the field of rehabilitation.

To the Social and Rehabilitative Service of the Department of Health, Education and Welfare, I would like to express the gratitude of all of us at BOCES for making possible the development of an important service which was previously unavailable to handicapped students in our area.

Finally, appreciation is expressed to Mrs. Joan White and Mrs. Christine McPhee, who worked cheerfully for long hours to produce this report.

Paul Irvine

PERSONNEL

Project Director	PAUL IRVINE, Ph.D. DAN S. JACKSON, Ed.D.
Project Coordinator	RUSSELL A. PLUMPTON, Ed.D. HAYWARD G. TAYLOR
Coordinator of Work Programs	JAMES HOREND
Vocational Shop Teacher	JEROME H. BLOTCKY
Classroom Teacher	DONALD J. BAMFORD JAMES HOREND JACK SLAVIN GERALD SILBERBERG H. RICHARD TERHUNE
Vocational Placement Counselor ...	WATSON SWOPE DONALD DAVIS
Social Worker	C. RICHARD DONAHUE HELEN MURRAY
Psychologist	LOWELL FALLICK WILLIAM McDERMOTT ELIZABETH M. KOPPITZ
Counselor	BEVERLY FERGUSON A. MEAD SNIFFEN, Ph.D.
Research Associate	RALPH W. COLVIN, Ph.D.
Research Consultants from within the BOCES staff	RICHARD L. WING, Ed.D. ROBERT TAYLOR
Research Consultants from outside the BOCES staff	WALTER S. NEFF, Ph.D. MYRON KOLTUV, Ph.D.
Typist	JOAN WHITE SUZANNE ENRIGHT IRENE McGRATH

The Division of Vocational Rehabilitation's Vocational Rehabilitation Counselor serving the Project was Walter Oldham.

ABSTRACT

This study demonstrated a program of vocational rehabilitation for emotionally disturbed and brain-injured adolescents in a public school setting. Subjects were 29 non-retarded boys, ages 14 - 21, enrolled in special classes for emotionally disturbed and brain-injured children. The program which was developed embodies three levels of training: Prevocational orientation, exploratory occupational education and specific occupational preparation. Exploratory occupational education and specific occupational preparation were provided both through supervised work experience and through a classroom-shop program in a vocational school setting. At the present time, fourteen subjects have graduated from the program, three have returned to the regular high school program and have graduated, ten have left the program without completing it, and two are still enrolled. A survey of the fourteen subjects who graduated revealed that thirteen of the fourteen are satisfactorily employed.

Essential elements of a comprehensive vocational rehabilitation program in a public school setting were found to include participation of the public vocational rehabilitation agency, services of a vocational school, extensive exploratory occupational experience, and the availability of a classroom-shop instructional program for some pupils and on-the-job instruction for others.

CHAPTER I

INTRODUCTION

Handicapped children experience many difficulties in gaining from the public schools the education necessary to prepare them for suitable employment at the termination of their formal schooling. A number of school systems have developed vocational preparation programs for the educable mentally retarded, but programs for carrying emotionally disturbed and brain-injured children through their school careers and on into employment are rare. Although school systems and state agencies for vocational rehabilitation both have responsibility for the education and vocational preparation of handicapped youth, they have not often coordinated their efforts in this direction. The study reported here grew out of the belief that collaboration between these two agencies would be mutually advantageous in accomplishing the goals of both agencies.

The Board of Cooperative Educational Services (BOCES) and the White Plains office of the N.Y. State Division of Vocational Rehabilitation (DVR) joined forces to conduct this experimental program. Typically, emotionally disturbed and brain-injured youth suffer through school until legal school leaving age and then drop out, frequently without a school referral to the Division of Vocational Rehabilitation or any other helping agency. Some of these young people later do become clients of DVR, but the DVR counselor often finds that his client has not had prevocational preparation before leaving school, and is not ready to start the vocational rehabilitation process. This study attempts to develop a program of vocational rehabilitation which starts in school when the pupil is in his early teens and culminates in his employment in a suitable occupation.

Review of Previous Studies

There are few studies which report programs for the vocational rehabilitation of emotionally disturbed and brain-injured youth, and the investigators were able to locate only one previous study in which a public school system and a state rehabilitation agency collaborated in such an endeavor.

VRA Project RD 623, "A Structured Therapeutic Work-Study Program for Emotionally Disturbed Adolescents", (1960-1963), was conducted at the Berman School in

Freeport, N.Y. A rehabilitation procedure was developed in the community for severely disturbed adolescents, males and females, non-mentally retarded, ages 16 to 21. All had been adjudged to be unable to make even a minimal vocational adjustment without special help, but to have a hopeful prognosis if admitted to the project. Of the 46 terminated cases at the end of the project, 23 had accomplished at least six months of satisfactory employment, four terminated to enter a trade school, four were referred to a sheltered workshop, four were discharged as too disruptive, and 11 were withdrawn either by their families or by DVR. This is an excellent record for such a difficult population.

DVR Project RD 685, "A Vocational Rehabilitation Demonstration in a Residential Treatment Center to Meet the Vocational and Community Adjustment Needs of Emotionally Disturbed Youth Adjudged to be Juvenile Delinquent", was conducted with boys committed to the Children's Village, Dobbs Ferry, N.Y. This was a five year demonstration project to develop a comprehensive vocational rehabilitation program encompassing both residential and after care phases. All aspects of the institutional program were evaluated for vocational rehabilitation potential. Group activities, therapeutic services, the school setting, and the aftercare and community resources all contributed to the project. This project demonstrates an effective program of rehabilitation for delinquent or pre-delinquent youth in an institutional setting.

DVR Project RD 550-60, "A Day-Care Rehabilitation Center for Emotionally Disturbed Adolescents", was conducted jointly by the Rhode Island DVR and the Butler Hospital in Providence, R.I. The project served youngsters with emotional disturbance sufficient to constitute a vocational handicap or to prevent continuation in school, through the establishment of a day-care rehabilitation center. Treatment focused upon the restoration and/or preservation of interpersonal relationships. The most important result of the project was the establishment of the Day-Care Center, which has become a valuable resource to the whole community. It is used as an alternative to hospitalization, and as a gradual reintroduction to society for hospitalized patients approaching discharge.

Most directly relevant is VRA Project RD 829, "The Effectiveness of Early Application of Vocational Rehabilitation Services in Meeting the Needs of Handicapped Students in a Large Urban School System". Its purpose was to demonstrate the feasibility of the early application of coordinated vocational rehabilitation, educational, and guidance services for severely handicapped students who are

enrolled in the special classes and schools of New York City, and for whom difficulties in occupational adjustment are anticipated. This project served emotionally disturbed, physically handicapped and educable mentally retarded children, with services starting at age 14. This study reported some desirable outcomes of its services, which were provided by the public schools, three voluntary agencies, and DVR, but found that the desired integration between the school's program and the pre-vocational programs provided by the voluntary agencies could not be maintained. It was concluded that pre-vocational services will be more effective if provided within the school system itself.

Purposes of the Project

The purpose of the study is to demonstrate the effectiveness of a vocational rehabilitation program for emotionally disturbed and brain-injured adolescents within a public school setting.

Specific objectives as set forth in the initial proposal were:

1. to select experimental subjects who fit the definition of emotional disturbance and/or brain injury,
2. to provide an academic and vocational education which will equip the subjects to obtain and retain a good job,
3. to provide guidance and therapy needed to improve attitudes toward work and working conditions,
4. to strengthen the ability of the subjects' families to aid them with their rehabilitation,
5. to measure stages of growth towards vocational rehabilitation,
6. to extract from existing test records information about former students not in the special education program who were emotionally disturbed and/or brain-injured.
7. to determine whether the experimental subjects are better prepared for working conditions than comparable adolescents who have not had the experimental program,

8. to generalize about the procedures and results of the experiment in a way which will be helpful to our staff in subsequent years and to other public school systems,
9. to explore ways of increasing the collaboration of the local Division of Vocational Rehabilitation and the public schools.

Modification of Initial Purposes

The program was originally designed for a five year period to permit post-schooling follow-up of students who completed the experimental program. However, this plan for follow-up could not be meaningfully implemented because support for the Project was approved for only four years, and the enrollment of older age students was not as great as had been initially projected. At the conclusion of the Project, there were only three subjects who had completed the program.

Problems in developing an entirely new program in a public school setting also contributed in a small way to the reduction in the size of the experimental sample. The initial tooling up process, the development of a referral procedure with the feeder schools, and the recruitment of Project personnel were complex problems that required considerable time and delayed the initiation of services to pupils.

Staff turnover caused some delays and new staff members and administrators developed and implemented new approaches within the project, at some cost in time.

For the above reasons, the current Project can best be conceptualized as a series of exploratory attempts to develop a coherent program which integrates the efforts of classroom teachers, students, administrative and clinical staff members, with the efforts of the Division of Vocational Rehabilitation, in order to help the student assume a productive role in society. DVR Counselors have found in the past that handicapped high school youth requiring their services frequently possess serious shortcomings as potential employees, particularly in the areas of personality

development, dependability on the job, and work habits. It was the purpose of this Project to develop a program designed to ameliorate these problems during the students' school years.

It was possible to retain one major research feature, the study of a retrospective control group, designed to determine how individuals who needed but did not receive the BOCES program fared after leaving high school.

A Description of BOCES

The Board of Cooperative Educational Services, BOCES, is the result of public school districts joining forces to activate a program that no single district could do as well or as efficiently alone. At the time the study was conducted, BOCES served the twelve school districts in Northern Westchester County. Northern Westchester is a rural-suburban area approximately 40 miles north of New York City. Its twelve school districts at the time of the study enrolled approximately 40,000 pupils.

The programs which BOCES provides for its component school districts are paid for by the districts on the basis of the extent of their participation. Thus, each district pays for whatever services it receives. BOCES services are not imposed on the local districts, but instead are provided when requested.

The BOCES organization consists of five departments, each of which is described briefly below.

The Center for Educational Services and Research offers in-service courses for teachers, provides a professional library and a film library, conducts research, and provides consultation in the fields of curriculum research and proposal writing.

The Guidance and Child Study Center supplements each school district's pupil personnel program. Services include educational, vocational and psychological appraisal of pupils referred to the Center, group counseling in the schools, psychiatric consultations in the schools, special teachers who are shared between two or more districts, and an annual conference at which high school juniors have an opportunity to meet with college admission officers.

The Occupational Educational Program offers one-year and two-year courses for high school juniors and seniors, who attend their home high schools for half of each school day and the BOCES vocational school, known as "The Tech Center," for the other half. The courses offered are

automobile mechanics, automobile body repair, welding, carpentry, bricklaying and masonry, heating and air conditioning, painting and decorating, trade electricity, architectural drafting, advanced business machines, data processing operations and computer programming, computer and technical electronics, cosmetology, multi-service program in home economics and child care, cooking and food service, offset lithography, dental assisting, practical nursing, floriculture, landscape design and nursery management, and machine industries. The Occupational Education Program also offers evening courses for adults.

Administrative Services include transportation of pupils, consulting services in school administration, and data processing services which include census, pupil attendance, test scoring, schedule making, report cards, accounting, and payroll.

The Special Education Program provides education for handicapped children between the ages of 5 and 21. Classes are small, special materials and techniques are used, and instruction is individualized.

The BOCES special classes are located in a variety of facilities throughout the area served, including local public school buildings, some church educational facilities, and a central facility known as Meadow School. The major special education services are described below.

1. Classes for educable mentally retarded children. In this program, great emphasis is placed upon mastery of tool subjects and vocational preparation. Pupils are prepared for appropriate jobs and for life in our complex society.

2. Classes for trainable mentally retarded children. This program is designed to help these children develop self-care skills, learn adequate social behavior and perform simple tasks under supervision. Trained professional staff members provide appropriate occupational training and placement. The curriculum is geared toward teaching pupils useful skills.

3. Classes for emotionally disturbed and brain-injured children. These are designed to help these children overcome their learning disabilities, which are a result of emotional and/or neurological problems. Given a well-structured environment, security, and careful teaching, many of these children do overcome their disabilities sufficiently to return to a regular school program. Others more severely handicapped, are unable to return to the regular school program and will complete their schooling in special classes. It is for this group that this Project was designed.

4. Blind and partially-seeing children are tutored in their home schools by specially trained teachers who give the special assistance which is required. The pupils learn typing, Braille if necessary, and good study skills, so that they can work and learn with maximum efficiency.

5. BOCES serves some handicapped children by arranging placement in programs operated by other agencies. For example, physically handicapped children are enrolled in special classes operated by the Board of Cooperative Educational Services of southern Westchester County and deaf children attend day classes at the New York School for the Deaf.

Children in the special education programs are served not only by specially-trained teachers, but also by a clinical staff which includes psychologists, social workers, speech and language therapists, psychiatrists and school nurses. These specialists work both with children and their teachers to assist in the development of the most effective educational program for each child.

CHAPTER II

THE SAMPLE

Description of the Population Served by the BOCES Special Education Program

The BOCES special education program has the responsibility of providing education for those handicapped children referred to it by its component school districts.[1] A number of these school districts offer some special education services, but they rely upon BOCES to provide special education for all pupils who cannot be suitably educated within the local district. The public school population in the area is increasing at a rate of approximately five percent per year. The demand for BOCES special education services, however, has mushroomed, due to better identification procedures and an increasing acceptance of the special education program by school officials and parents. For some years, special education services for the mentally and physically handicapped have been required in the state of New York. A law mandating services for the emotionally disturbed became effective on July 1, 1966, but the enrollment of emotionally disturbed pupils in the BOCES program had shown steady growth prior to 1966, and there was, therefore, no sharp increase in September, 1966. During the four year duration of the project, enrollment in BOCES special classes almost doubled. The following table shows the number of pupils enrolled by type of handicap.

TABLE I

NUMBER OF PUPILS ENROLLED IN BOCES SPECIAL CLASSES, 1963-1967

Type of Class	Number of Pupils	
	September 1963	June 1967
Classes for Educable Mentally Retarded	160	139
Classes for Trainable Mentally Retarded	42	88
Classes for Emotionally Disturbed and/or Brain-Injured	110	339
TOTAL	312	566

As the program for emotionally disturbed and/or brain-injured children was developed and expanded, some of the children placed in those classes were children who would previously have been placed in

---

1 There were twelve component school districts at the time the study was conducted. This number has since grown to twenty due to a merger with the Putnam County Board of Cooperative Educational Services and the creation of one school district.

classes for the educable mentally retarded. Hence, enrollment in classes for the educable mentally retarded has decreased slightly as enrollment in classes for the emotionally disturbed and/or brain-injured has increased. The sharp increase in enrollment in classes for the trainable mentally retarded is a result of a concerted effort by BOCES and school districts to identify and provide schooling for all retarded children who can profit from instruction.

Referral Procedures

A pupil is referred to the BOCES special education program by the staff of the local school district when that staff has determined that a handicap exists and that the local school program cannot meet the child's needs. Generally speaking, pupils are referred because they are doing poorly academically and/or they are not manageable in a regular class setting. The following kinds of data are submitted with the referral:

1. face sheet summarizing basic background information
2. information concerning academic and social adjustment within the classroom
3. report of psychological examination
4. social history
5. report on physical condition
6. report of a psychiatric and/or neurological examination for pupils who are thought to be emotionally disturbed and/or brain injured
7. speech therapist's report, where relevant

After the necessary referral information has been collected, and the local school district has determined that it cannot provide an appropriate program for the pupil, the district's liaison person (usually a social worker or psychologist) meets with the BOCES special education intake screening committee. This screening committee consists of the following special education staff members: the director of special education, the coordinator of clinical services, all instructional supervisors, all social workers, two psychologists, and one classroom teacher. Other members of the special education staff are brought into the screening conferences as needed. The committee meets one afternoon each week during the school year.

In the screening conference, it is determined whether the BOCES special education program offers the best placement available for the pupil. If it is decided that the pupil can be best served by the special education program, a class placement is worked out in the conference. If it is decided that the pupil should not be admitted, because his problems are not serious enough to warrant special class placement or because he is too severely handicapped to profit from the special education program, recommendations are made regarding actions that the school district or the family should take, such as a modification of the local school program, psychotherapy, placement in a day or residential treatment center, etc.

Because of the good understanding of BOCES special education ser-

vices by the personnel of the local districts, there is little problem with poor referrals, and the great majority - about 93% - of pupils referred are accepted into the special education program.

Selection of the Experimental Subjects

The experimental subjects were all drawn from the BOCES special education classes. The pupils in these classes were drawn from the approximately 40,000 public school children of northern Westchester County. The entire socio-economic range is represented, although, as one would expect, the wealthy often send their children to private schools.

The largest part of the BOCES special education population consists of pupils of ages 5 through 21 who are emotionally disturbed, brain-injured, or both. Some of these pupils also exhibit some degree of mental retardation.

Since the nature and severity of the handicaps vary, these children can be accomodated in a variety of ways in northern Westchester:

within regular classrooms in local schools
within special classrooms in local schools
within BOCES operated classrooms in local schools
within special classrooms in a BOCES operated special school
within public or private institutions

Those pupils with slight handicaps should remain in the local school, whether in a BOCES operated class or a locally operated class. The BOCES special schools only include those with severe handicaps or those whose districts simply have no adequate provision for them. In 1966-67 some 339 pupils were enrolled in BOCES classes for the emotionally and/or brain-injured. Average class size was eight students. Classes were located in thirteen facilities. These included local church educational facilities and local public school buildings as well as a centrally located special school known as Meadow School. The study was conducted at Meadow School.

The pupils who make up our sample are 29 adolescent boys enrolled in the BOCES classes for emotionally disturbed and/or brain-injured youngsters. These are all the boys between the ages of 14 and 21 who were enrolled in these classes for at least one school year between September 1963 and June 1967.

Characteristics of the Subjects

Age at time of entry into the special education program ranged from 7 to 16, as shown in Table 2.

TABLE 2

AGE AT ENTRY INTO THE SPECIAL EDUCATION PROGRAM

Age	Number	Percent
15-16	2	7
13-14	15	52
11-12	5	17
9-10	6	21
7-8	1	3
	29	100

Table 3 shows the last grade attended by the subjects prior to entry into the special education program.

TABLE 3

LAST GRADE ATTENDED

Grade	Number	Percent
9	1	3
8	0	0
7	9	31
6	6	21
5	3	10.5
4	3	10.5
3	2	7
2	5	17
	29	100

Table 4 shows the family status of the subjects.

TABLE 4

FAMILY STATUS

	Number	Percent
Family unit intact	18	62
Living with one natural parent	5	18
Living with one natural parent and one step-parent	3	10
Living with foster family	3	10
	29	100

Table 5 presents the number of grades repeated by the subjects prior to entry into the special education program.

TABLE 5

NUMBER OF GRADES REPEATED PRIOR TO ENTRY INTO THE SPECIAL EDUCATION PROGRAM

Number of Grades Repeated	Number of Pupils	Percent
Two	4	14
One	7	24
None	18	62
	29	100

Table 6 shows the distribution of intelligence test scores of the 29 subjects who were included in the study. These scores are the results of the most recently administered intelligence test (the Wechsler Intelligence Scale for Children in 28 cases, and the Wechsler Adult Intelligence Scale in one case). The dates of administration range from April 1962 to March 1967.

TABLE 6

INTELLIGENCE TEST SCORES OF SUBJECTS

	Verbal IQ		Performance IQ		Full Scale IQ	
I.Q.	No. of Pupils	Percent	No. of Pupils	Percent	No. of Pupils	Percent
120-124			1	4		
115-119			3	10.5		
110-114	1	3	2	7	1	4
105-109	2	7	4	14	3	11
100-104	5	17	4	14	6	21
95-99	3	10.5	1	4	6	21
90-94	6	21	6	21	2	7
85-89	4	14	3	10.5	2	7
80-84	4	14	2	7	7	25
75-79	3	10.5	1	4	1	4
70-74	1	3				
65-69						
60-64			1	4		
	29	100	28 *	100	28 *	100
	Mean IQ = 92.2		Mean IQ = 98.6		Mean IQ = 94.6	

* Score not available for one student.

Level of academic functioning while in the project, based on a variety of measures administered as needed during the project, ranged from first grade to eleventh grade in reading and from second grade to ninth grade in mathematics, with the average in both academic areas at fifth grade level.

In summary, the group studied was made up of twenty-nine emotionally disturbed and/or brain-injured boys, ranging in age from 14 to 21 and ranging in intelligence from borderline to bright normal. Academic achievement averaged fifth grade level in both reading and mathematics. Thirteen of the pupils were diagnosed as emotionally disturbed, three as brain-injured, and thirteen as both emotionally disturbed and brain-injured.

CHAPTER III

DESCRIPTION OF THE PROGRAM

Location of Facilities

This project was centered at Meadow School, Yorktown Heights, New York, the largest facility of the BOCES special education program. During the period of the Project some 150 pupils of junior high school and senior high school age were housed each year in fifteen special classes at Meadow School. Facilities of the BOCES vocational school, the "Tech Center", were also utilized. The Tech Center enrolls 900 high school juniors and seniors on a half-day basis and is located on the same campus as Meadow School.

In addition to the facilities of Meadow School and the BOCES Tech Center in Yorktown, the project also utilized the facilities of the Burke Rehabilitation Center, a large rehabilitation hospital in White Plains, New York

Personnel Assigned to the Project

The Project Director was responsible for overall direction of the Project, including planning, direction of staff activities, preparation of the budget, preparation of reports, and dissemination of findings. One-fourth of his time was devoted to the Project.

The Project Coordinator supervised the actual operation of the Project, conducting staff meetings, supervising staff activities, preparing (with the Director) financial and narrative reports, scheduling of activities and meetings, and controlling budget expenditures. For the first two years of project operation, he devoted full time to these duties; for the last two years, half time.

A social worker was assigned for one-fifth time to the Project. His function was to act as liaison between the parents, the school, DVR, and other agencies.

A vocational shop teacher was assigned half time to the Project. He presented pupils in the Project with a sequence of activities which enabled them to explore their vocational aptitudes and interests. This instruction was given in addition to the industrial arts program offered to all pupils at Meadow School. A second shop teacher also participated in some of the Project activities and planning.

One classroom teacher devoted half-time to the Project.

A vocational placement counselor was assigned half-time to the Project. He arranged for placement of pupils into the phases of the program which were conducted away from Meadow School.

A psychologist was assigned for one-fifth time to the Project, to perform formal testing and to assist in program planning for the pupils.

A consulting psychiatrist examined pupils whenever a psychiatric opinion was needed, and consulted with staff.

The BOCES Guidance and Child Study Center provided a counselor to conduct the group counseling program.

The BOCES Center for Educational Services and Research provided consulting services.

A typist served the Project on a half-time basis.

In addition to these regular members of the BOCES Project staff, the Project employed a research associate, who assisted in planning and evaluation in the early phases, and a team of research consultants who assisted in the analysis of the data and the planning and preparation of reports.

The Instructional Program

The program traditionally provided for special class pupils of high school age has been essentially a continuation of the elementary program, with major emphasis on the training of basic skills in reading, writing and arithmetic. When the Project was initiated in 1963, vocational preparation programs for emotionally disturbed and brain-injured pupils were virtually non-existent. In preparing for the Project, BOCES made a nation-wide survey of school districts which were known to have classes for emotionally disturbed children, to find out what was being done in the vocational preparation of emotionally disturbed and brain-injured pupils in the public schools. We did not locate any public school system which was providing a vocational program for these pupils. Things have changed since 1963, but a well-developed, comprehensive vocational program designed specifically for emotionally disturbed and brain-injured pupils is still a rarity. The central purpose of the Project was to develop such a program. In the hope of being helpful to other school systems, we are describing in this chapter the program that is the end product of our efforts to date, omitting descriptions of some of the earlier and less successful program components. The program which evolved from the Project consisted of three phases: Prevocational orientation, exploratory occupational education, and spedific occupational preparatior These three program phases are described below. An outline of the program of academic instruction which was developed is given in Appendix A, Curriculum Guidelines.

Prevocational Orientation

In the prevocational phase, students are introduced to the world of work. Materials relating to employment are utilized in the academic program, and the shop program is directed toward exploration of vocational aptitudes and

and interests. Each youngster's interrelationships with his peers are evaluated from a vocational viewpoint. Such modifications in the classroom instruction program help to prepare the student for the occupational exploration which lies ahead.

Exploratory Occupational Education

In the exploratory phase, each pupil is given brief experience in a variety of occupations, so that he can later make a wise choice of a specific occupation in which to pursue vocational training. Pupils usually enter this phase of the program at the age of 15 or 16, but some immature pupils may enter several years later than this. The typical pupil spends two years in the exploratory phase, but a pupil can be moved to the next phase whenever it is determined that he is ready. The amount of time spent in the exploratory phase therefore varies from as little as a few months to as much as three years. A pupil moves to the next phase, specific occupational education, when the pupil has demonstrated that he has the maturity and the skills to begin learning a vocation and a specific occupation has been selected.

Two programs have been developed for exploring occupations: A classroom-shop exploratory program and an on-the-job exploratory program.

Classroom-shop exploratory program. This program is conducted on a half-day basis at the BOCES Tech Center. Instruction in each occupational area to be explored is provided by a team of two teachers - a vocational teacher who provides the occupational instruction and a special education teacher who provides related academics. Originally, this part of the Project's program was located in two different places, both on the Meadow School campus, but in separate buildings some two hundred yards apart. Conscientious efforts were made by the staff to provide a coordinated occupational/academic program, but an acceptable degree of coordination was never achieved. To remedy this problem, it was decided that this part of the program would be conducted in shops and classrooms which were immediately adjacent to one other. This physical arrangement made good coordination possible. The teacher of related academics, working side by side with the vocational teacher, can truly provide the instruction in academic skills which is needed in the occupational area which is currently under study in the shop. For example, a group of pupils who are receiving instruction in painting from the vocational teacher will be given instruction in liquid measurement, mathematical computation of area, vocabulary of the painting trade, etc.,

by the teacher of related academics. This teacher, trained in special education, utilizes teaching methods and materials appropriate for each individual pupil. The vocational teacher places primary emphasis on actual experience in the occupation being explored, so that his students can experience what it is like to do the work of a painter, a roofer, an automobile mechanic, or a custodian.

The following outline shows the ten occupational areas for which an exploratory program has been developed and the major occupations which are explored within each area.

A. Building Trades
   1. Carpentry
      a. Carpenter apprentice
      b. Roofer
      c. Dry Wall application
      d. Insulation mechanic
      e. Resilient tile mechanic
   2. Painting and decorating
      a. Painter apprentice
      b. Taper
      c. Spray painter
   3. Masonry
      a. Mason helper
      b. Mason apprentice
      c. Concrete finisher
      d. Bricklayer
   4. Pipe Trades
      a. Plumber helper
      b. Plumber apprentice
      c. Fitter

B. Building Maintenance
   1. Custodial positions
      a. Floor care
      b. Grounds care
      c. Window washer
      d. Custodian
   2. Maintenance positions
   3. Heating and air conditioning
      a. Oil burner service man
      b. Refrigeration mechanic
      c. Stationary engineer

C. Automotive Trades
   1. Auto mechanics
      a. Auto mechanic
      b. Service station attendant
      c. Lubrication specialist
      d. Hydraulic brake specialist
      e. Parts replacement mechanic
      f. New car preparation man

2. Small engine repair
   a. Lawn mower engine mechanic
   b. Outboard engine mechanic
   c. Small engine mechanic
3. Auto body repair
   a. Auto body repairman
   b. Spray painter
   c. Oxyacetylene welder

D. Metal Trades
1. Machine trades
   a. General machine operator
   b. Drill press operator
   c. Lathe operator
   d. Machinist apprentice
   e. Machinist
   f. Draftsman
2. Sheet metal
   a. General machine operator
   b. Sheet metal worker
3. Welding
   a. Arc welder
4. Mechanical assembly
5. Electronics assembly

E. Food and Garment Occupations
1. Food service occupations
   a. Waiter/waitress
   b. Counter man/girl
   c. Cafeteria worker
   d. Caterer
   e. Dish washer
   f. Fountain worker
2. Food preparation occupations
   a. Cook and chef
   b. Apprentice cook
   c. Short order cook
   d. Baker
   e. Sandwich maker/beverage maker
   f. Salad maker
   g. Pantry worker
   h. Kitchen helper
3. Garment industry occupations
   a. Sewing machine operator
   b. Seamstress/drapery seamstress
   c. Dry cleaning/pressing machine operator
   d. Upholsterer
   e. Alterations assistant/dressmaker's helper

F. Health and Medical Occupations
1. Home health aide
2. Nurse aide/orderly

3. Nursing assistants
   a. Geriatric aide
   b. Physical therapy attendant
   c. Home rehabilitation aide
4. Medical supply aide
5. Practical nurse
6. Dental assistant

G. Child Care Occupations
1. Playroom assistant
2. Nursery school attendant
3. Child day care center worker
4. Teacher aide

H. Home/Institutional Housekeeping Services
1. Housekeeper
2. Hotel-motel attendant
3. Homemaker assistant
4. Home health aide

I. Office Occupations
1. Messenger
2. File clerk
3. General clerk
4. Typist
5. Tab operator
6. Adding/calculating machine operator

J. Distributive Education
1, Cashier/bagger
2. Stock clerk
3. Sales clerk
4. Receiving/shipping clerk
5. Display helper

On-the-job exploratory program. This program was developed and is conducted cooperatively by three agencies - DVR, Burke Rehabilitation Center and BOCES. Pupils enrolled in this exploratory program spend half time (three days one week and two days the next) exploring occupations at Burke Rehabilitation Center and half time at BOCES' Meadow School. This program serves pupils of age 16 or older and is most appropriate for intellectually slower and socially less mature members of the pupil population.

The occupational part of the on-the-job exploratory program is conducted at Burke Rehabilitation Center in White Plains, approximately twenty miles from Meadow School. Where it is available, pupils use public transportation to travel from home to Burke in the morning and for the return trip home in the afternoon. For pupils who live in areas not served by public transportation to White Plains, BOCES provides transportation by school bus.

The exploratory program at Burke Rehabilitation Center begins with an evaluation period of 14 weeks. During this period, pupils are evaluated in a workshop setting at Burke, where they work at a variety of tasks, including both standardized tests and locally-developed work samples administered for the purpose of assessing the work habits and skills of each pupil, and predicting which occupational areas might be most suitable for exploration.

Following the evaluation, a pupil is assigned to one of nine work areas for exploratory experience. The work areas and the major duties of each are as follows:

A. Messenger Service
   1. Carries messages and other items from administrative offices to various departments of hospital
   2. Operates various duplicating machines, including xerox and mimeograph
   3. Sorts and directs incoming mail
   4. Assists in sorting and packaging of outgoing mail

B. Food Service
   1. Sets up tables in preparation for meals
   2. Fills water glasses, refills coffee cups, bread plates, butter dishes when necessary, and otherwise assists during the meal
   3. After completion of meal, removes dirty dishes, cleans and resets tables

C. Food Preparation
   1. Assists dietician and cook in preparation of some meals
   2. Keeps work area clean, cleans shelves and stainless steel cabinets
   3. Assists in loading food on food trucks
   4. Becomes acquainted with special diets
   5. Receives instruction in preparation of salads, desserts and other foods

D. Dishwashing
   1. Assists in operation of dishwashing machine
   2. Moves dirty dishes to machine
   3. Stacks clean dishes in storage area
   4. Sorts dishes and silverware
   5. Assists in cleaning of area

E. Laundry
   1. Performs various jobs such as sorter, washing machine operator, shaker, feeder, folder
   2. Assists in operation of machinery used in washing
   3. Assists in operation of pressing machines

F. Hospital Orderly/Aide
   1. Assists in feeding, bathing of patients
   2. Makes beds, empties and fills water pitchers, keeps patients' rooms tidy
   3. Assists in sterilizing rooms and beds
   4. Transports patients from rooms to other areas of hospital

G. Housekeeping
   1. Assists full time porters
   2. Cleans hospital corridors
   3. Cleans walls and windows
   4. Empties ash trays and waste baskets
   5. Cleans corridor bathrooms

H. Transportation
   1. Transports patients by wheelchair to meet scheduled appointments in x-ray, physical therapy, etc.

I. Stockroom
   1. Aids nurse in charge of Central Supply Room in stocking shelves and in delivery of supplies to various floors.

Each pupil rotates through five to nine work areas, spending from six to twelve weeks in each area. Through the practical work experience the pupil receives it is possible for him and the professionals working with him eventually to select a vocation and an appropriate program of specific occupational preparation.

The academic program provided at Meadow School for the pupils enrolled in both types of exploratory programs consists of individualized, occupationally oriented instruction in reading, mathematics, social studies, and family living for all pupils. All pupils receive physical education. Art and instrumental music are available as electives. Driver education is provided for these pupils either in the exploratory phase or in the succeeding occupational preparation phase. Guidelines developed for the academic program are included as Appendix A.

Specific Occupational Preparation

Students are admitted to this phase of the occupational preparation program when they have demonstrated that they are ready to learn a suitable occupation. Most pupils enter this phase around the age of 18, but a few have begun specific occupational preparation at the age of 17 and some have begun as late as age 21. (Under New York State Education Law, a

handicapped pupil may remain in school until he is 21, and may complete the school year during which he becomes 21.)

Specific occupational education is provided in two ways: A classroom-shop program, and a cooperative work-study program. Most pupils utilize one route or the other, but a few have been placed in a cooperative work-study program after having completed a classroom-shop program.

Classroom-shop program for specific occupational preparation. In this program, the pupil spends approximately three-fourths of the school day in the Tech Center, where he receives his occupational education and all related academics. During the other one-fourth of the school day he is enrolled at Meadow School where he takes physical education and usually one subject on an elective basis, art, instrumental music, science, or social studies. He receives driver education if he did not receive this instruction as a part of his exploratory program.

At the Tech Center, a pupil will be enrolled on a half-day basis in one of the one-year or two-year courses which are offered for high school juniors and seniors in participating school districts. These courses are:

1. Automobile mechanics
2. Automobile body repair
3. Welding
4. Carpentry
5. Bricklaying and masonry
6. Heating and air-conditioning
7. Painting and decorating
8. Trade electricity
9. Architectural drafting
10. Advanced business machines
11. Data processing operations and computer programming
12. Computer and technical electronics
13. Cosmetology
14. Multi-service program in home economics and child care
15. Cooking and food service
16. Offset lithography
17. Dental assisting
18. Practical nursing
19. Floriculture
20. Landscape design and nursery management
21. Machine industries

The taachers of the occupational courses are expected, when necessary, to modify the program for Project pupils in two ways: (1) a pupil who needs more

than the alloted time to complete the requirements of the course will be allowed to "repeat" the course, or parts of it, in order to reach the desired level of knowledge or skill; (2) for pupils who are not capable of mastering the entire range of skills necessary for success in the occupation, instruction will be directed at preparation for a "sub-occupation" - for example in the auto mechanics course a pupil might be trained as a service station attendant. In the additional one-fourth day which each pupil spends at the Tech Center, he will receive individual instruction in related academics, provided by one of the special education teachers assigned to the occupational program.

Cooperative work-study program. Pupils enrolled in the cooperative work-study program spend each morning in a special education classroom and each afternoon as a trainee on a job in the community. In special education, the pupil receives instruction in reading, mathematics, social studies and physical education. Driver education is provided for those who have not completed it previously, and art and instrumental music are available as electives. The academic program focuses on knowledge and skills needed in the occupation in which each pupil is being trained. On-the-job placements are arranged by the DVR Counselor and/or the Vocational Placement Counselor on the BOCES staff. Supervision of the pupil on the job is provided by the pupil's special education teacher, by the Vocational Placement Counselor, and of course by the DVR Counselor in each case which is operating under DVR sponsorship. (Thus far, approximately 90% of the cooperation work-study job placements have been made by DVR.) The length of on-the-job placements varies, of course, but one year is typical. Forms used for reporting and evaluating each work-study pupil's performance on his job are included as Appendicies B, C, and D.

Upon completion of his program of specific occupational preparation, a pupil will enter full-time employment, either at his place of training, in the cases of most work-study pupils, or in a placement arranged by the DVR Counselor and/or the BOCES Vocational Placement Counselor. Each pupil receives a diploma from the high school in the school district in which he resides, conferred at a graduation ceremony conducted by the BOCES special education program with participation of employers of work-study pupils and representatives of the home school districts of the graduates.

Group Counseling

Group counseling was provided for all Project pupils to assist them in the evaluation of vocational and educational goals. This technique was selected because, through it, it was possible to offer pupils an opportunity to deal with their feelings about themselves in a wide range of contexts, including the school and the world of work, within a group of their peers, and in a non-authoritarian, non-judgmental atmosphere. The group counseling procedure offered students the opportunity to evaluate their feelings in the light of their peers' attitudes, as well as to begin to deal with themselves realistically within a group of their contemporaries.

The Project pupils received group counseling on a weekly basis, in groups ranging in size from five to ten. Topics discussed in the groups were, for the most part, initiated by the groups and were approached on a feeling rather than a content level. The primary counseling techniques utilized were support, reflection, and clarification of feeling rather than the interpretive approach, which is more commonly found in therapeutic situations. The counseling groups were based on classroom groupings and included girls who were not Project subjects as well as the boys who were.

Most groups spent considerable time dealing with their feelings about being in a special education school. They were fearful that their being in such a school implied that they were of below-average ability, that they had been placed in the special education program because of low intellectual capacity. This feeling was, of course, reinforced by the failure experienced in their home schools previously. One of the primary goals of the group work, then, was to help these pupils deal with their poor self-image, and to aid them in the development of a better understanding of their abilities. As this was a prerequisite to the setting of vocational goals, it was important to pursue this matter in the counseling sessions.

The group setting was also used as a "sounding board" for feelings about the vocational program in which they were involved as a part of the Project. For example, after having explored an occupation, pupils were able to air their feelings about the occupation in terms of their own vocational futures. By doing this within the peer group, they were helped to find out how others of their age feel about the occupation.

In pursuing feelings about the world of work, other areas were opened up. For example, one group's attitudes toward the adults in their world were pointed up quite effectively by a discussion of a prevocational experience that was to be provided in the Project. These students found it quite difficult to accept the fact that this prevocational activity was not to begin on the date previously specified, and considered it proof that adults are "not to be trusted". In the group it became obvious that they could not "understand" when adults, for any reason, did not live up to their word. In discussing their feelings about this, considerable time was spent upon their feelings of mistrust of adult authority and in dealing with the opinion that there really are no adults who can be trusted. It was found that this feeling of mistrust carried over into many of their peer relationships.

A tape recorder was used to record all sessions and, at the outset, it was indicated that the tapes would be for the use of the counselor and the group only. Their general feelings of mistrust were pointed up quite well by one youngster who stated, "Yes, you say it will not be used outside of the group, unless we okay it, but how do I know that I can trust you?" This feeling was dealt with and, by the termination of the group sessions, no longer constituted a problem for them.

The groups also provided the opportunity to discuss feelings that some of the youngsters had because they belonged to a minority group. While there were two or three sessions which were quite "loaded" with affect over this issue, the end result seemed to be a good one in that both the members of the minority group and the remainder of the counselees developed a somewhat better understanding of their feelings in this area. Indeed, the group setting permitted a good deal of support for the minority group members that some of them apparently had not experienced before.

Another incident worth mentioning occurred when one of the pupils had to be hospitalized for psychiatric treatment. The reaction of the group, in general, was one of a good deal of threat, both in terms of her leaving, and in terms of the implication that it might have for themselves in terms of their own disabilities. Once again, this offered an opportunity to deal realistically with their problems and to begin to relate to their particular areas of difficulty in a more realistic way. The group did, in fact, keep in touch with the hospitalized group member through letter writing, and looked forward to her return. While it would appear, perhaps, that many of the topics discussed with in the groups were

unrelated to vocational planning, there can be little doubt that, as long as serious questions of self and personal ability remain, realistic vocational planning is not likely to take place.

The group counseling sessions were recorded on tape because, in addition to providing the counselor with a record of what went on during each group hour, it was hoped that the tapes could be scored in such a way that some objective measurement of progress, or lack of it, could be obtained. Initially it was planned to score each of the statements or responses made by the counselees on the basis of role played, i.e., informative roles, positive roles, and negative roles. We had hoped to be able to show some movement in the direction of a more positive position being taken by the people in the group. The tapes were scored for approximately four months. In reviewing the results that were being obtained, however, there seemed little point in continuing this, since the hyperactivity of the group, as well as the group changeability, did not apparently allow for any consistent change of role. For this reason, the tape scoring was discontinued. While this type of evaluation method has been found useful with groups in the regular school setting, it did not seem to be effective for our purposes in the Project.

Certain specific accomplishments were apparent to the counselor:

1. Pupils seem to have benefited from the opportunity to "try out" with peers, ideas and feelings about themselves, in a setting free from the usual restrictions of a classroom.
2. Pupils were able to compare their view of themselves with their view of themselves as they would like to be.
3. Pupils became more aware of the real reasons for their involvement in the special education program and, hence, were helped to become more realistic about themselves.
4. Pupils were helped by the simple fact that others in the group were experiencing many of the same types of feelings that they themselves had, and as a result they felt less atypical.
5. Pupils were enabled to interact with an accepting adult and to "try out" feelings, heretofore avoided, on this adult.

The counselor identified the following problems:

1. Since these groups constituted a multiple problem situation, it was sometimes difficult

to meet the needs expressed within a group session.
2. Neurotic pairings tended to be easily established and, at times, interfered with the group process.
3. It was difficult to establish the fine line between the necessary controls that the students were seeking and the freedom necessary for satisfactory self-expression.
4. The pupils' emotional difficulties produced a group atmosphere that was much more changeable than that usually found in student groups.

The counselor's impression is that the group procedure was a useful technique in helping this type of pupil "find himself" both academically and vocationally. In addition, the counseling program provided a useful means for the pupils to convey to the staff their suggestions and concerns about the Project and the total school program.

CHAPTER IV

RESULTS: THE PROGRAM

The Experimental Subjects

During the four years that the Project was in operation, twenty-nine pupils qualified as experimental subjects. These subjects were boys, non-retarded, between the ages of 14 and 21, enrolled in the BOCES classes for emotionally disturbed and/or brain-injured pupils. To qualify as a subject, it was necessary that a pupil be enrolled in the Project for at least one full school year.

At the conclusion of the project in 1967, only three subjects had completed the program. Because of this small number of graduates, it was not feasible to make the follow-up study of graduates that was originally proposed as a part of the Project. We can, however, report the employment status of the experimental subjects as of June, 1970. The preparation received and employment status of the subjects are given in Table 1.

Of the twenty-nine subjects, fourteen (subjects 1-14) had graduated from the program, three (subjects 15-17) had returned to the regular high school program in their home school districts, ten (subjects 18-27) had left school without graduating, and two (subjects 28-29) were still enrolled.

Of the fourteen pupils who graduated, only one is currently unemployed. Of the eleven graduates who are in civilian employment, nine are employed either in the occupation for which the Project prepared them or in a closely related occupation. The exceptions are Subject 2, who was prepared as a carpenter, but is employed as a stock clerk and Subject 4, who was prepared as a short order cook but is employed as a sales clerk. The one subject (subject 18) who began but did not complete specific occupational preparation did use that preparation to obtain employment in the occupation for which he was preparing, but on the Helper level.

The fact that there was only one drop-out among the subjects who began specific occupational preparation testifies to the good holding power of that phase of the program. However, the fact that approximately one-third of the total group of subjects dropped out while in the exploratory phase of the program is cause for concern and has led to an increased

TABLE 1 - EMPLOYMENT STATUS OF EXPERIMENTAL SUBJECTS AS OF JUNE 1970

Student No.	No.yrs. enrolled in Project Program	Occupational Preparation: Exploratory Occupational Education	Occupational Preparation: Specific Occupational Preparation	Area of specific Occupational Preparation	Type of Specific Occupational Preparation Program	Employment as of June 1970	Date of Graduation	Comments
1	4	Complete	Complete	New car Preparation man	Work-Study	Unemployed	1968	
2	3	Complete	Complete	Carpentry	Tech Center	Stock clerk	1967	
3	4	Complete	Complete	Stock clerk	Work-Study	Stock clerk	1968	
4	3	Complete	Complete	Short order cook	Work-Study	Sales clerk	1967	Has applied for admission to Community College as full-time student.
5	4	Complete	Complete	Stock clerk	Work-Study	U.S. Air Force	1968	
6	3	Complete	Complete	Horticulture	Tech Center	Golf Course Groundskeeper	1967	
7	5	Complete	Complete	Stock clerk	Work-Study	Stock clerk	1970	
8	4	Complete	Complete	Machine Operator	Work-Study	Machine Operator	1970	
9	4	Complete	Complete	Bicycle repair and sales	Work-Study	Bicycle repair and sales	1970	
10	5	Complete	Complete	Stock clerk	Work-Study	Stock clerk	1970	
11	4	Complete	Complete	Groundskeeper	Work-Study	Groundskeeper	1969	

Student No.	No. yrs. enrolled in Project Program	Occupational Preparation		Area of Specific Occupational Preparation	Type of Specific Occupational Preparation Program	Employment as of June 1970	Date of Graduation	Comments
		Exploratory Occupational Education	Specific Occupational Preparation					
12	3	Complete	Complete	Mail clerk	Work-Study	Mail clerk	1969	
13	4	Complete	Complete	Stock clerk	Work-Study	Stock clerk	1970	
14	2	Complete	Complete	Building Maintenance	Work-Study	U.S. Army	1968	
15	3	Complete	-	-	-	Utility man	-	Returned to regular high school program. Graduated, 1969.
16	2	Incomplete	-	-	-	U.S. Army	-	Returned to regular high school program. Graduated, 1969.
17	2	Incomplete	-	-	-	U.S. Marine Corps	-	Returned to regular high school program. Graduated, 1970. Completed two year Trade Electricity course in Tech Center.

Student No.	No.yrs. enrolled in Project Program	Occupational Preparation: Exploratory Occupational Education	Occupational Preparation: Specific Occupational Preparation	Areas of Specific Occupational Preparation	Type of Specific Occupational Preparation Program	Employment as of June 1970	Date of Graduation	Comments
18	3	Complete	Incomplete	Auto body repair	Tech Center	Auto body repairman helper	-	Dropped out,1969
19	3	Incomplete	-	-	-	Unknown	-	Dropped out,1966
20	3	Incomplete	-	-	-	Unknown		Dropped out,1967
21	4	Incomplete	-	-	-	Unknown	-	Dropped out,1968
22	3	Incomplete	-	-	-	Stock clerk	-	Dropped out,1969
23	1	Incomplete	-	-	-	Unknown	-	Withdrawn and placed in day treatment center 1964.
24	2	Incomplete	-	-	-	U.S. Army	-	Dropped out,1968
25	1	Incomplete	-	-	-	Unknown	-	Moved out of the area, 1967.
26	2	Incomplete	-	-	-	Electrical assembly man	-	Dropped out,1968
27	2	Incomplete	-	-	-	Yard man	-	Dropped out,1968
28	5	Complete	Currently enrolled	Floriculture	Tech Center	-	-	
29	4	Complete	Currently enrolled	Auto body repair	Tech Center	-	-	

emphasis upon the vocational implications of the exploratory experience, and attention on the part of the staff to the need to move a pupil from the exploratory phase to the specific occupational preparation phase as soon as he is ready to make the transition, without necessarily waiting for the end of the semester or of the school year.

Table 2 summarizes the employment status of the experimental subjects.

TABLE 2

SUMMARY OF EMPLOYMENT STATUS OF EXPERIMENTAL SUBJECTS

Status	Total Number	Employed	In Armed Forces	Un-Employed	Status Un-Known
Graduated	14	11	2	1	
Left Program without Graduating	10	4	1		5
Returned to Regular High School Program	3	1	2		
Still Enrolled in Program	2				

A significant development during the Project was improved parental interest and involvement in the school's program. In addition to the ongoing program of parent-teacher conferences, held at least twice a year, written reports to parents four times a year, and parent counseling when needed, the Project added the formal involvement of the parents in vocational planning, beginning with participation in a conference at which the vocational rehabilitation process was discussed and DVR's services were explained. For each Project pupil, parental permission for the pupil to become a client of DVR was obtained. As a pupil progressed through the Project program, conferences were held at key points to explain the program to his parents and to involve them in planning. Parental support for BOCES special education services and acceptance of DVR's services increased significantly during the period of the Project.

Program Development

The Project reported here has had substantial effects in addition to the contributions it made to the education of the twenty-nine experimental subjects. A comprehensive program of vocational preparation for special education pupils has been developed, as described in Chapter III, and is available to all pupils in the BOCES special classes who need occupational preparation, other than the trainable mentally retarded, for whom a separate program has been developed. (However, a small number of the trainable retarded, three to date, have been served in the program which grew out of the Project.)

Currently, over 100 special education pupils per year are receiving the program which was developed out of the work of the Project. Table 3 shows the 1969-70 enrollment of special education pupils in the programs developed as a part of the Project.

TABLE 3

ENROLLMENT OF SPECIAL EDUCATION PUPILS IN VOCATIONAL PROGRAMS

1969-70

Exploratory Occupational Education

Classroom-shop exploratory program	53
On-the-job exploratory program	15

Specific Occupational Preparation

Classroom-shop program	22
Cooperative work-study program	15
TOTAL	105

In addition to these services for special education pupils, a program has been developed to serve pupils enrolled in local high schools who, although not enrolled in special education classes, exhibit similar problems in learning and in motivation and who are doing poorly in the regular high school program. Fifty-five of these pupils were enrolled in six sections of the classroom-shop exploratory occupational education program during the 1969-70 school year.

Thus a total of over 150 pupils per year can now be served in the program. Plans are in existence for increasing the size of the program as necessitated by the larger numbers of pupils who will need these services in the coming years.

CHAPTER V

RESULTS: THE RETROSPECTIVE FOLLOW-UP STUDY [1]

In order to study the effectiveness of the Project services, the original research proposal had included a plan to compare the post-service careers of currently served students with those of prior students who had been referred to the BOCES Guidance Center before the present service pattern had been developed. What is at issue here is a type of retrospective control group, since the service regulations under which BOCES functions did not permit the formation of a contemporary control group. It had been reasoned initially that judicious selection among such prior referrals could yield a sample which could be roughly comparable to that contained in the current BOCES special classes. Given that such a retrospective comparison group could be formed, the post-service careers of current subjects could then be compared with the careers of similarly disturbed or handicapped students of the past who had not received the present Project service.

The initial step in this procedure was to examine the case folders of all students referred to BOCES for psychological evaluation during the years 1954 to 1960. A procedure was developed (see below) through which individuals were to be selected from this prior population who could be presumed to exhibit similar disabilities to those which brought about the experimental group to the Project. If a prior student's case folder suggested that he might have been accepted for the current BOCES Project, assuming it had been then in existence, he was assigned to the retrospective Comparison Group for follow-up.

It should be emphasized that this means of generating a Comparison Group for the Project is far from adequate. The available case folders did not contain the types and depth of information that the BOCES screening committee had at their command in determining the eligibility of current referrals. We cannot be at all certain, therefore, that this retrospective Comparison Group is, in actuality, comparable to the current Experimental Group of the Project. In particular, the BOCES screening committee could rarely make an adequate judgement concerning the severity and magnitude of the pupils' problems. The 61 prior cases selected in this manner were all judged to have had some sort of emotional problem, but there is no way of knowing whether these problems were really comparable to those exhibited by the current BOCES Experimentals.

More serious than the probable non-comparability of this retrospective set of cases is that very few members of the Experimental Group were available for follow-up. Only 3 members of the Project Experimentals had completed their schooling at the time that the Project was engaged in assessing its findings. The data of the present chapter, therefore, have utility for the Project essentially as background information. They yield a picture of the vocational and social adjustment of prior students who, at one time, were doing poorly enough in school so that they were referred to the Guidance Center for special psychological examination.

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[1] The retrospective follow-up study was designed and conducted, and is reported here, by Walter S. Neff and Myron Koltuv, research consultants, assisted by Watson Swope, the Project's vocational placement counselor.

SUBJECTS

Population

In order to permit the elapse of sufficient post-school follow-up time, the retrospective sample was drawn from the referrals made to the BOCES Guidance Center between 1954 and 1960. During that time span, this facility served as a traditional assessment setting for youngsters about whom the home-school personnel had educational, vocational or psychological questions. In total, approximately 5,000 referrals were made to the Guidance Center between 1954 and 1960. Of these, 2,000 cases were individuals who were 14 years and older (corresponding to the demographic criterion for the experimental group). Seven hundred members of this latter group were referred for psycho-diagnostic appraisals, and 488 of those were males who were consequently eligible for consideration for membership in the research sample that was to be followed-up.

Sample

Ninety-five cases were randomly selected from this group of 488 and were submitted to the BOCES screening committee to determine their eligibility for the research sample. The screening committee consisted of the two to four BOCES personnel who had the responsibility for determining the eligibility of referrals to the experimental group. The screening committee had access to the Guidance Center case folders which generally contained a referral form or letter from the home-school, a report based on one or two interviews with the youngster by a social worker, and a psychological test report based on a mixture of projective, achievement, intelligence, and vocational tests. In a few instances an interview with a psychiatrist was also available.

It was the job of the screening committee to determine, on the basis of the available folder information, whether the subject would have been accepted into the BOCES special program had that program been in existence at the time. The implicit criteria that the committee would use were to parallel those used with their current referrals.

Of the 95 cases, 31 were rejected for the retrospective sample by the screening committee. Analysis of the minutes of the screening meetings indicates the following reasons for rejection: 14 cases exhibited an insufficient amount of psychological and/or educational impairment ("too healthy"); 6 cases had difficulties that lay mainly in the home and not in the school setting; 4 cases required psychotherapy, and not remedial educational efforts; 5 cases were mainly severe disciplinary problems, who required residential treatment; 2 cases required simple program changes.

The 64 "accepted" subjects were slated to be followed-up by an interviewer. Since a good deal of time had elapsed since these subjects had been seen at the Guidance Center, a number had moved, and it was necessary to institute a number of special procedures to locate them: use of telephone directories, voter registration lists, previous neighbors, relatives, school personnel from the subject's previous school settings, social agencies, etc.

Through the use of this network of procedures it was possible to obtain follow-up information on 51 of the 64 cases. Of the 13 cases who were dropped from the sample, nine could not be found despite major efforts, and five refused to cooperate in furnishing the necessary information.

INTERVIEW SCHEDULE

A follow-up interview schedule was designed for face-to-face administration (See Appendix E). It contained sections devoted to schooling, employment history, family relations, social activities, health, and demography. The interviewer, a 30 year old male education major in college, was trained to administer the schedule.

When it became apparent that some eligible subjects had moved a considerable distance from the research setting, a simplified questionnaire was devised which could be mailed. (See Appendix F).

Of the 51 subjects who constitute the actual research sample, 43 were seen face to face, three answered the mail questionnaire, and for five cases the informant was the subject's mother; in three of these latter instances the subject himself lived outside of the state and in two instances, the subject refused to see the interviewer.

STATUS AT REFERRAL

Analyses of the referral problems obtained from the home-schools' referral forms or letters filed in the Guidance folders indicate the following:

1. 38 of the 51 subjects were sent because of academic under-achievement, lack of scholastic motivation, extreme dislike of school work, etc.

2. 8 of the subjects presented personality adjustment problems, such as withdrawal, defiant behavior, difficulties with authority, etc.

3. the remaining 5 subjects had such difficulties as language handicaps, problems in visual-motor co-ordination, deficits in concept formation, etc.

Tables 1 and 2 indicate that the median age at the time of referral for appraisal was approximately 15 years, and the median school level was 9th grade. Table 3 indicates that more than half of the sample was in the average IQ range. Table 4 shows approximately two-thirds of the sample belonged to Classes III or IV of the Hollingshead socio-economic class index, and Table 5 indicates that most of the sample was either Catholic or Protestant.

TABLE 1

AGE AT REFERRAL
(N=51)

	14	15	16	17	18	19
N	8	15	9	15	2	2
%	16	29	18	29	4	4

TABLE 2

GRADE AT REFERRAL
(N=51)

	7	8	9	10	11	12
N	3	7	17	10	11	3
%	6	14	33	20	21	6

TABLE 3

I.Q. (N=51)[1]

I.Q. category	N	%
80-89	5	10
90-109	29	57
110-119	7	14
120-129	3	6
130+	1	2
Unknown	6	11

[1] Test results obtained from Wechsler-Bellvue form 1 or form 2, Wais, or WISC

TABLE 4

SOCIAL CLASS[1]
(N=51)

	N	%
Class I	3	6
Class II	4	8
Class III	14	27
Class IV	19	37
Class V	4	8
Unknown	7	14

[1] Based On Hollingshead two-factor index of social position.

TABLE 5

RELIGION
(N=51)

	Catholic	Protestant	Jewish	Unknown
N	24	20	2	5

EDUCATION AND VOCATIONAL TRAINING

Two-thirds of the subjects left high school between 1958 and 1961 (Table 6). Half of the subjects graduated, approximately one-quarter reported that they lost interest in school, and one-fifth indicated that they preferred to go to work (Table 7). When asked to rate how much they liked high school, approximately half reported liking it (Table 8).

TABLE 6

DATE LEFT HIGH SCHOOL
(N=51)

	1954-57	1958-61	1962-64
N	11	33	7
%	22	65	13

TABLE 7

SUBJECT'S REASON FOR LEAVING HIGH SCHOOL[1]
(N=46)

	N	%
Graduated	23	50
Armed Forces	2	4
Lost Interest	11	24
Went To Work	8	18
Miscellaneous	2	4

1 In five cases, the subject was not interviewed and instead a collateral supplied the information. These cases are excluded from this table and from subsequent tables which report information obtainable only from the subject.

TABLE 8

RATING ON ITEM "DID YOU LIKE HIGH SCHOOL"
(N=46)

	N	%
Very Much	5	11
Somewhat	17	37
Not Too Much	15	33
Not At All	9	19

TABLE 9

ADDITIONAL ACADEMIC TRAINING AFTER LEAVING HIGH SCHOOL
(N=51)

	N	%
NO	28	55
YES:	23:	45:
College Graduate	2	4
Currently Attending College	7	13
High School Equivalency	5	10
Adult Education	8	16
Correspondence Courses	1	2

Forty-five percent of the sample obtained additional academic training after leaving high school, with nine subjects either currently attending or having graduated from college (Table 9). Five individuals subsequently received high school equivalency diplomas so that 60% of the total sample are high school graduates.

With regard to vocational training after leaving high school, 23 subjects (45%) received some training. Seventeen of these were trained in skilled manual occupations, with ten trained as mechanics (ranging from auto tune-up specialists to turbo-jet mechanics.) Of the individuals receiving vocational training, 87% completed their courses. In most of the instances, the subject sponsored the training himself or was provided with training by the industrial or commercial employer. None of the subjects received state DVR services of any sort.

Table 10 indicates that three-quarters of the subjects felt that they had too little schooling when asked about this issue at the time of the follow-up.

TABLE 10

SUBJECT'S SATISFACTION WITH AMOUNT OF EDUCATION[1]
(N=46)

	N	%
Too Much Schooling	1	2
Enough Schooling	8	18
Too Little Schooling	35	76
Unknown	2	4

1 Exluded from this table are five subjects where a collateral served as the informant.

ENTRY JOB

AFTER LEAVING HIGH SCHOOL

For most subjects there was little or no unemployment gap after leaving high school. Of the total sample of 51 cases three went on with their schooling and 44 went directly to work. Of the four individuals who didn't continue with their education or go to work immediately, two went on extended vacations, one was confined to a mental hospital, and one was not interested in finding employment.

Table 11 indicates that more than half of the subjects learned of their initial job from a relative or friend.

TABLE 11

HOW SUBJECT'S FOUND THEIR INITIAL JOB[1]
(N=50)

	N	%
Relative Or Friend	28	56
Armed Forces	8	16
Newspaper Ads	3	6
Personal Application	8	16
Unemployment Office	1	2
Unknown	2	4

1 One student currently attending college is omitted from tables dealing with initial job because he entered college immediately after graduation from high school and is still in college

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TABLE 12

LEVEL OF ENTRY OCCUPATION[1]
(N=50)

	N	%
Higher Executives Large Proprietors Major Professionals (bank presidents, chemists, lawyers)	0	0
Business Managers Proprietors of Small Business Lesser Professionals (branch manager, postmaster, nurses, etc.)	0	0
Administrative Personnel Small Independent Businesses Minor Professionals (store managers, florists, surveyors, etc.)	0	0
Technicians Clericals and Sales Workers Owners of Little Businesses (bank clerks, sales clerks, timekeeper, etc.)	3	6
Skilled Manual Employees (bakers, barbers, toolmakers, postment, etc.)	6	12
Machine Operators and Semi-Skilled Employees (includes enlisted men)	24	48
Unskilled Employees (domestics, porters, janitors, etc.)	15	30
Unknown	2	4

[1] Based on the occupational factor of Hollingshead two-factor index.

All subjects worked full time on their entry job. Six of the subjects had immediately enlisted in the service after high school. Nine subsequently left their first job to enter the armed services, five were fired, and five had taken seasonal or temporary positions. The remaining twenty-two left their first jobs for a variety of reasons ranging from low pay to the owner selling the business. Three subjects were still working for their original employer at the time of the follow-up interview.

Table 12 indicates the level of the entry occupation. Approximately half of the subjects entered semi-skilled jobs and most of the remainder were in unskilled occupations.

SUBSEQUENT EMPLOYMENT HISTORY

An analysis was performed on the work history of each subject, from the time that he left high school until the point of the follow-up interview. The amount of elapsed time ranged from 3½ to 8 years, with a median of approximately 5½ years. A "percentage of time worked" score was developed in which time spent in further full-time educational endeavors and time spent in the army by non-army career oriented draftees was excluded from the denominator of the ratio.

Forty-seven of the 51 subjects were found to have been employed on a full time basis for almost 100% of the time that they were available for employment; the actual range of 94% to 100%, with a median value of 100%. Four of the subjects were employed for 44% to 64% of their available time and can be considered to have unstable work histories.

CURRENT EMPLOYMENT

Forty-six of the fifty-one subjects in the sample were gainfully employed on a full time basis at the time of the follow-up interview. Five of these individuals are presently serving in the armed forces, with four of these being enlistees who are considering army careers. Of the remaining five subjects, two are attending college and working on a part-time basis, and two are attending college and not working currently. One subject works part-time when he is in need of money. Using the occupational factor from the Hollingshead Two Factor Index as a job classification scheme, the following is a breakdown of current employment for these forty-six subjects who are considered gainfully employed on a full time basis:[1]

1 The one subject who was drafted into the service is omitted from this table, as well as from the following tables concerning subjects' current employment.

TABLE 13

LEVEL OF CURRENT EMPLOYMENT (N=45)

	N	%
Higher Executives Large Proprietors Major Professionals (bank presidents, chemists, lawyers) Business Managers Proprietors of Small Businesses Lesser Professionals (branch manager, postmaster, nurses)	1	2
Administrative Personnel Small Independent Businesses Minor Professionals (store managers, florists, surveyors)	5	11

TABLE 13
(cont.)

	N	%
Clerical and Sales Workers) Technicians) Owners of Little Businesses) (bank clerks, sales clerks, timekeepers, etc.)	8	18
Skilled Manual Employees (bakers, barbers, toolmakers, postmen, etc.)	14	31
Machine Operators and Semi Skilled Employees (encludes enlisted men)	10	22
Unskilled Employees (domestics, porters, janitors, etc.)	7	16

TABLE 14

LENGTH OF EMPLOYMENT ON CURRENT JOB
(N=45)

	N	%
Less than 6 months	10	22
Six months to one year	11	24
One year to two years	8	18
Two years to four years	8	18
More than four years	8	18

TABLE 15

CURRENT WEEKLY GROSS SALARY[1]
(N=45)

	N	%
65 - 90	5	11
91 - 120	7	16
121 - 150	15	33
151 - 200	4	9
More than 200	6	13
Unclassifiable	8	18

[1] Unclassifiable includes military personnel.

TABLE 16

METHOD OF OBTAINING CURRENT JOB
(N=46)

	N	%
Personal Application	16	35
Relative or Friend	18	39
Armed Forces	5	11
Employment Office	2	4
Employment Agency	3	7
Newspaper Ad	1	2
Unknown	1	2

TABLE 17

SUBJECT'S RATING OF CURRENT JOB PERFORMANCE[1]
(N=41)

	N	%
Very Well	27	67
Above Average	6	14
Average	6	14
Unknown	2	5

1 For all items involving the respondent's self-rating, five additional students for whom a collateral was interviewed are omitted from the tables.

TABLE 18

PROMOTIONS ON CURRENT JOB[1]
(N=44)

	N	%
Yes	25	57
No	19	43

1 Omitted from this table are two individuals who are self-employed. In the subsequent items which assume salaried position, these two self-employed individuals are omitted.

TABLE 19

RAISES ON CURRENT JOB
(N=44)

	N	%
Yes	36	82
No	8	18

TABLE 20

SUBJECT'S JUDGEMENT OF AMOUNT OF ABILITY REQUIRED TO PERFORM HIS JOB[1]
(N=41)

	N	%
Lot of Ability	24	59
Some Ability	11	27
Little or No Ability	4	10
Unknown	2	4

[1] Subjects for whom a collateral was interviewed are omitted from Tables 20 and 21.

TABLE 21

SUBJECT'S LIKING FOR HIS CURRENT JOB
(N=41)

	N	%
Very Much	30	73
Somewhat	9	22
Not Too Much	2	5

TABLE 22

SUBJECT'S ESTIMATE OF CHANCES FOR PROMOTION DURING ENSUING YEAR[1]
(N=39)

	N	%
Pretty Good	24	62
Maybe	2	5
Not So Good	11	28
Unknown	2	5

[1] Year following date of interview - 1968. Five subjects for whom a collateral was interviewed and two subjects who are self-employed are omitted from Tables 22 - 25.

TABLE 23

SUBJECT'S ESTIMATE OF CHANCES FOR A RAISE DURING ENSUING YEAR
(N=39)

	N	%
Pretty Good	33	85
Maybe	1	2
Not So Good	3	8
Unknown	2	5

TABLE 24

SUBJECT'S RESPONSE TO QUESTION ON HOW HE GETS ALONG WITH SUPERVISOR
(N=39)

	N	%
Very Well	27	69
Pretty Well	6	16
Not Too Well	4	10
Unknown	2	5

TABLE 25

SUBJECT'S RESPONSE TO HOW HE GETS ALONG WITH CO-WORKERS
(N=39)

	N	%
Very Well	27	69
Pretty Well	8	22
Not Too Well	1	2
Badly	1	2
Unknown	2	5

The current employment picture that emerges from Tables 13 - 24 is highly positive. Two-thirds of the subjects are skilled manual employees or higher. The median salary is in the $120 - $150 per week range. More than half of the subjects have received promotions on their current job, and four fifths have obtained raises during their job tenure.

A large majority of the subjects (67% to 95%) view their current job performance positively, judge their jobs as requiring ability, like their jobs, feel that there is a good chance for a salary increase and for a promotion in the following year, and report that they get along well with their supervisors and their co-workers.

MARITAL STATUS

Twenty-eight of the 51 subjects are married, with only one subject divorced. Five are currently engaged. All of the married individuals are living with their wives, and all but one report that they get along "pretty well" or "very well" with their spouses.

Twenty-two of the twenty-three single subjects live with their parents.[1] Of these, only two report that they get along "poorly" with their parents.

[1] The single individuals who are currently in the armed forces, report that they consider their parents' home as their own base.

SOCIAL PARTICIPATION

Inspection of the data obtained regarding social participation indicates that there are no social isolates. The friendship patterns and social activities of the sample appear normal with regard to frequency and range of social contacts.

LEGAL DIFFICULTIES

Ten subjects report having had legal difficulties. The most frequent charges are felonious assault, property damage, and petty larceny. Three of these individuals have spent time in prison, with one subject incarcerated for five years.

HEALTH STATUS

Two of the 51 subjects had histories of psychiatric hospitalization, with one individual having been institutionalized for five years and the other having been hospitalized for short periods on several occasions. These are also the only two individuals who have received psychiatric treatment. Two other subjects report having gone to marriage counselors for help. No other instances of help or treatment from agencies are reported.

REPORTED PROBLEMS AND DIFFICULTIES

Subjects were asked what their biggest problem or difficulty was around the time of the interview. Thirteen reported money related problems, seven indicated concerns surrounding their work careers, while seven stated that they had no problems. The remaining individuals reported a heterogeneous assortment of concerns, ranging from issues around whether to marry or decide whether or not to live with one's parents.

OVERVIEW

Assuming that this retrospective sample of BOCES referrals was made up of children comparable to the present experimental population, they appear to be doing surprisingly well since they left school. Although only 60% of the total sample were high school graduates, their employment has been quite stable and a considerable number (45%) undertook some form of vocational training after leaving the public schools. In other ways also, they seem to be making an adequate social adjustment, despite the fact that many now regret that they had not continued their education. It can be presumed, therefore, that the problems which caused their initial referrals to the Guidance Center were neither very severe nor very long lasting. Unfortunately, as was indicated at the beginning of this chapter, we cannot know if this sample of prior referrals is truly comparable with the children presently being served by BOCES. In the absence of such information, it would be a drastic mistake to regard this retrospective follow-up group as a control for the present Project subjects. This information is interesting in its own right, however, and suggests that there is no necessary relation between some degree of maladaptation to school and later adaptive behaviors.

CHAPTER VI

SUMMARY AND IMPLICATIONS

Summary of the Study

This study was undertaken to demonstrate the feasibility of providing a vocational rehabilitation program for emotionally disturbed and brain-injured boys in a public school setting. At the time the Project was initiated, vocational preparation programs for such pupils were virtually non-existent and even today there are few vocational preparation programs designed specifically to serve emotionally disturbed and brain-injured youth.

The Board of Cooperative Educational Services (BOCES), a regional public school agency, is the result of local school districts joining forces to develop a program that no single district could do as well or as efficiently alone. At the time the study was conducted, BOCES served twelve school districts in northern Westchester County, N. Y. Northern Westchester is a rural-suburban area approximately 40 miles north of New York City. Its twelve school districts at the time of the study enrolled approximately 40,000 pupils.

The subjects were 29 emotionally disturbed and/or brain-injured boys enrolled in the BOCES special education program. They ranged in age from 14 to 21 and in intelligence from borderline to bright normal. Thirteen of the pupils were diagnosed as emotionally disturbed, three as brain-injured and thirteen as both emotionally disturbed and brain injured.

The program was originally planned for a five-year period, and the design called for a comparison of the post-school vocational adjustment of the subjects with that of a comparable group of pupils who did not receive the program. The Project was approved for only four years, however, and at its conclusion only three subjects had completed the program, making a comparative study impracticable. It was possible to retain one major research feature, a study of the vocational and social adjustment of a group of high school students who exhibited problems similar to those of the experimental group, but who did not receive the BOCES program because they were enrolled in high school before the program for emotionally disturbed and brain-injured children came into existence.

Outlined below is the program which was developed out of the Project, described as it is currently functioning, serving girls as well as boys. The vocational rehabilitation program which was developed consisted of three phases: Prevocational orientation, exploratory occupational education, and specific occupational preparation.

In the prevocational orientation phase, pupils are introduced to the world of work through modifications in the program of classroom instruction. Materials relating to occupations and employment are utilized in the academic program and the industrial arts program is directed toward exploration of vocational aptitudes and interests. Pupils usually enter this phase at about age 14, and are enrolled for one to two years.

In the exploratory occupational education phase, each pupil is given brief experience in a wide variety of occupations, to enable him to make a wise choice of the specific occupation in which to pursue vocational training, and to prepare him for entering the specific occupational preparation program by helping him develop the necessary work habits and attitudes. Pupils enter the exploratory phase at age 15 or 16, and are typically enrolled for two years. Two programs were developed for the exploration of occupations: A classroom-shop exploratory program and an on-the-job exploratory program.

1. The classroom-shop exploratory program is conducted at the BOCES vocational school, known as the "Tech Center". Instruction in each occupational area is provided by a team of two teachers - a vocational teacher who provides the occupational instruction and a special education teacher who provides related academic instruction. Each team of two teachers is housed in a shop and a classroom which are adjacent to each other, to permit easy communication between the teachers and hence good coordination between shop and classroom activities. Programs have been developed for the exploratory study of occupations in the following areas:

    a. Building Trades
    b. Building Maintenance
    c. Automotive Trades
    d. Metal Trades
    e. Food and Garment Occupations
    f. Health and Medical Occupations
    g. Child Care Occupations
    h. Home/Institutional Housekeeping Services
    i. Distributive Education
    j. Office Occupations.

    Typically a pupil explores five of these areas. Pupils spend one-half of each school day in this program at the Tech Center and the other half of the day in a special class.

2. The on-the-job exploratory program was developed cooperatively by three agencies: The Division of Vocational Rehabilitation, Burke Rehabilitation Center in White Plains, and BOCES. Pupils enrolled in this exploratory program spend half time (three

days one week and two days the next) exploring occupations through practical experience at Burke Rehabilitation Center. Pupils receive experience in a minimum of five to a maximum of all nine of the following occupational areas:

a. Messenger Service
b. Food Service
c. Food Preparation
d. Dishwashing
e. Laundry
f. Hospital Orderly/Aide
g. Housekeeping
h. Transportation
i. Stockroom

Pupils enter the specific occupational preparation phase when they have demonstrated that they are ready to learn an occupation and an occupation which appears suitable has been selected, usually at about the age of 18. Specific occupational education is provided in two ways: A classroom-shop program, and a cooperative work-study program.

1. In the classroom-shop program for specific occupational preparation, a pupil is enrolled in any one of the more than twenty one-year and two-year vocational courses which are offered by the BOCES Tech Center to high school juniors and seniors in the area. The teachers of the vocational courses are expected, when necessary, to modify the course for Project pupils in two ways:

   a. A pupil who needs more than the alloted time to complete the requirements of the course will be allowed to "repeat" the course, or parts of it, in order to reach the desired level of knowledge or skill.

   b. For pupils who are not capable of mastering the entire range of skills necessary for success in the occupation, instruction will be directed at preparation for a "sub-occupation". For example, in the auto mechanics course a pupil might be trained as a service station attendant.

2. In the cooperative work-study program, pupils spend each morning in the special education program, where they receive instruction in related academics, and each afternoon as a trainee on a job in the community. About 90% of these placements are sponsored by DVR.

A curriculum guide for the special education classroom program which accompanies all three phases was prepared, and is included as Appendix A.

Upon completion of his program of specific occupational preparation, a pupil receives a diploma from the high school in the school district in which he resides, conferred at a graduation ceremony conducted by the BOCES special education program.

Because only three pupils had completed the program at the termination of the Project in 1967, it was not feasible to make the follow-up study of the graduates that was originally proposed as a part of the Project. We can, however, report the employment status of the experimental subjects as of June, 1970. Of the twenty-nine subjects, fourteen had graduated, three had returned to the regular high school program in their home school districts and had graduated there, ten had left the program without graduating, and two were still enrolled. Of the fourteen graduates of the program, only one was unemployed. Two of the fourteen were serving in the Armed Forces. Of the eleven graduates in civilian employment, nine were employed either in the occupation for which the Project prepared them or in a closely related occupation.

Of the ten subjects who left the program without graduating, four were found to be employed, one was serving in the Armed Forces, and five could not be located.

While there was no way for this study to "prove" it, we believe that the pupils who completed the Project's program will have greater job success and satisfaction then would have been the case if they had not received this occupational preparation.

The Project served as the basis for development of a comprehensive vocational preparation program to be made available to all pupils who need such a program. The program which began as the Project enrolled, in 1969-70, 160 pupils, and continued expansion is planned to serve an ever-increasing number of handicapped pupils who need a special program of vocational preparation. A new building has been funded to house the classroom-shop exploratory occupational education program. This building, with the capacity to serve 320 students on a half-day basis, will open in 1972.

A retrospective follow-up study was made of a group of pupils who were referred to the BOCES Guidance and Child Study Center for psychological evaluation during the years of 1954 to 1960 and who were presumed to exhibit similar disabilities to those which brought the experimental subjects to the BOCES special education program. These are pupils, however, who did not receive a special school program because they were in high school before a special education program for emotionally disturbed and brain-injured pupils was available in the area. Information from 51 of the former students was obtained in interviews or by means of a questionnaire sent through the mail.

Assuming that this retrospective sample of BOCES referrals was made up of children comparable to the present experimental population, they appear to be doing surprisingly well since they left school. Although only 60% of the total sample were high school graduates, their employment has been quite stable and a considerable number (45%) undertook some form of vocational training after leaving the public schools. Of the 51 pupils, 44 went to work upon leaving high school, 3 continued their schooling and 4 were unemployed. Forty-seven of the 51 had been employed 100% or almost 100% of the time since leaving high school. At the time of follow-up, 46 were currently employed full time and four were in college. Only one subject was unemployed. In other ways also, these young people seem to be making an adequate social adjustment, despite the fact that many now regret that they had not continued their education. It can be presumed, therefore, that the problems which caused their initial referrals to the Guidance Center were neither very severe nor very long lasting. Unfortunately, we cannot know if this sample of prior referrals is truly comparable to the children served by BOCES in the Project. In the absence of such information, it would be a mistake to regard this retrospective follow-up group as a control for the Project subjects. This information is interesting in its own right, however, and suggests that there is no necessary relation between some degree of maladaptation to school and later adaptive behaviors.

Certain features of the program which was developed stand out as essential ingredients of a comprehensive program of vocational rehabilitation in the public schools. First, the participation of the public rehabilitation agency can enable the school system to provide services to pupils that it could not provide otherwise. At the same time, the rehabilitation agency can often best accomplish its goal of successful vocational rehabilitation through initiation of services before a client leaves the public schools. In the present study, the on-the-job exploratory occupational education program is an excellent example of a service which could not have been developed independently by either DVR or the public schools.

Second, the services of a vocational school are necessary. Handicapped pupils need expert teaching, and to prepare them for many occupations, a specialist in that occupation is needed. Too often, special education pupils receive less than adequate occupational preparation because it is provided by special education teachers, rather than by an organized program of occupational education functioning in concert with the special education program.

Third, immediate adjacency of each exploratory occupational education teacher and the teacher providing the related academic program we have found to be essential if the academic program is to be directly relevant to the occupational program.

Fourth, pupils with serious learning problems need an exploratory occupational education program to prepare them for the actual process of vocational rehabilitation. Our experience indicates that without the exploratory phase, most of these pupils would use the first part of their specific occupational preparation program for exploration, greatly increasing the risk of failure in the process of vocational rehabilitation.

Fifth, if a program is to serve all emotionally disturbed and brain-injured pupils who are in need of occupational preparation, it should make available both classroom-shop instruction and on-the-job instruction, both on the exploratory level and on the level of specific occupational preparation. Some pupils clearly need one approach or the other; some need both.

Implications for BOCES

The Project has demonstrated the feasibility of providing, in a public school setting, a comprehensive program for the vocational rehabilitation of emotionally disturbed and brain-injured pupils. An obvious implication for BOCES is that it should make these services available to more of its pupils, and since the termination of the Project, BOCES has extended the program to include girls and to include the educable mentally retarded.

The program should have a clear emphasis on the ultimate goal of occupational preparation before pupils reach legal school leaving age.

The program must be cooperatively conducted by the staffs of the special education and occupational education programs, and must utilize teaching teams which include both special education and occupational education teachers.

Other staffing implications include the need for a person with a special education orientation to supervise all "special" occupational education programs conducted by the occupational education program. Likewise, there is need for a person with an occupational education orientation to supervise the occupational efforts of the special education program.

The finding that none of the 51 subjects who were surveyed in the retrospective follow-up study had received DVR services of any sort suggests the need for BOCES' component school districts to include in their procedures a referral to DVR of all departing pupils who need assistance in occupational preparation and who appear to meet DVR's eligibility requirements.

Implications for Other School Systems

It is believed that the results of our efforts in Program development warrant the development of similar programs by other public school systems. Any school system which is considering the development of such a program is invited to obtain additional information through corresponding with the Project Director or by visiting the BOCES program.

Implications for Public Vocational Rehabilitation Agencies

The program which has been developed demonstrates one way in which it is possible for a rehabilitation agency, DVR in this case, to accomplish some of its objectives by helping the public schools to develop occupational preparation programs for handicapped pupils. Some pupils will be rehabilitated through the program itself and those who are later referred to DVR for rehabilitation will be better prepared for entry into a vocational rehabilitation program.

Implications for Further Research

Since it was not possible to compare the subsequent vocational adjustment of the experimental subjects with that of a control group, it remains to be demonstrated just what specific effects can be attritubed to the type of program that was developed in this Project. The finding that the group of former pupils surveyed in the retrospective follow-up study had been more successful in both vocational and social adjustment than would have been expected on the basis of their performance in a regular high school program and their performance on psychological tests suggests the need for a comparison of adolescents who receive a program of vocational rehabilitation with those who do not. However, the formation of a contemporary control group poses a serious problem for public school systems which have a responsibility to provide an appropriate program for all students and which, therefore, find it difficult to justify withholding services from pupils in order to obtain a control group. A possible solution would be to use as a control group pupils from another school system, one which has no occupational preparation program for pupils enrolled in its special education program.

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APPENDICES

APPENDIX A

CURRICULUM GUIDELINES

FOR THE VOCATIONAL EDUCATION

CLASSES

Prepared by

Donald J. Bamford

Purpose and Plan

The purpose of the Curriculum Guidelines for the Vocational Education Classes is to outline for teachers the essential learning experiences to be taught to our students. The guidelines are a selection of units of instruction found to have definite value in the present or future life of our students. Emphasis is placed upon mastering subject matter, forming habits and attitudes, acquiring moral values, meeting social needs, developing good citizenship, and learning occupational skills which will serve our students throughout their lives. The guide lines attempt to anticipate many of the situations which our students will face and to provide preparation for them by means of realistic, meaningful instruction.

The plan of the Curriculum Guidelines for the Vocational Education Classes is to provide instructional guide lines to meet our existing vocational phases. These phases or stages are: Pre-Vocational, Vocational Adjustment, and Work Study.

Pre-Vocational Phase - This first phase introduces the student to the "world of work" through the academic program. Emphasis is placed on "behavior shaping", developing social confidence and cultivating acceptable attitudes.

Vocational Adjustment[1] - This second phase continues to provide the student with vocationally oriented instruction. During this phase the student is given exploratory experience in a variety of occupational areas.

Work Study - This final phase of the program centers on performance on the job for half the school day. Academic work that is job related is stressed during the other half of the school day.

These phases are very flexible and dependent upon the individual's social, physical, emotional, and educational needs and development.

Upon completion of these developmental phases our Vocational students, who have had little success in a regular school program, can face life with confidence.

I. Arithmetic Guidelines

A. Goals

The basic goal of our Special Education Program for the teenage student is to enable him to use arithmetic processes in activities of daily living. Guiding the student as he advances towards independence in living and working involves many arithmetical concepts and competencies such as: use of money, understanding time, use of common measures, and the use of value concepts in budgeting and purchasing.

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[1] Also referred to as Exploratory Occupational Education

Since the nature of our pupils limits both the amount and kind of arithmetic by which he is able to profit, the Special Class teacher will need to begin where he is and plan the program to meet his needs.

B. Specific Arithmetic Aims In Our Three Phase Program.

1. To teach the pupil arithmetic skills and understanding necessary in dealing with simple problems he will meet in his present and adult living.

2. To give the pupils an understanding of the importance of arithmetic in his personal, social, and daily life.

3. To provide practice of the basic number facts and processes when understandings have been achieved.

4. To plan for experiences that will provide for the gradual and continuous growth of time, money, weights and measures.

5. To develop proper work habits so that pupils will appreciate the need for improvement.

6. To teach pupils to know the importance of arithmetic in earning a living, purchasing wisely, meeting daily needs, and holding a job.

C. Learning Experiences.

1. Phase I (Pre-Vocational)

a. To be able to perform the four fundamental operations with whole or money numbers.

b. To use addition and subtraction with two-figure columns, carrying and borrowing with speed and accuracy.

- Use of zero.
- To solve simple problems orally.

c. To learn multiplication and division with confidence

d. To use arithmetic in life situations.

- Buying groceries.
- Buying dry goods.
- Buying stamps and having packages weighed for mailing.

e. To understand tools of measurement.

- Ruler.
- Tape measure.
- Yardstick.
- Cups, spoons, etc.

f. To be able to do simple measuring of objects.

- Foot.
- Yard, etc.

g. To be able to divide whole objects into halves, quarters, and thirds.

h. To recognize measures and their abbreviations and relation to things used in daily living.

- Inches (In.)
- Feet (ft.)
- Yard (yd.)
- Pint (pt.)
- Quart (qt.)
- Gallon (gal.)
- Pound (lb.)
- Dozen (doz.)
- Bushel (bu.)
- Ton (T)

i. To become acquainted with numbers on the calendar.

- know holidays.
- make a calendar.

j. To tell time accurately.

- make clocks.

k. To know words and symbols used in arithmetic, etc.

- degree (°)
- Teaspoon (t)
- Tablespoon (T)

2. Phase II (Vocational Adjustment)

a. To be able to perform the four fundamental operations with whole or money numbers with some degree of speed and accuracy.

b. To use fractions in measuring, telling time, etc.

c. To have some knowledge of time tables and schedules to get to work, to vacation, etc.

- Bus.
- Airplane.
- Railroad.

d. To use maps.

- Legend.
- Milage charts.
- Scales, etc.

e. To measure for home repairs.

- Painting.
- Papering.
- Lumber for repairs.

f. To learn to estimate on sight.

- Size.
- Length.
- Width.
- Distance.

g. To learn the uses of measuring devices.

- Thermometer (medical, cooking, weather).
- Scale (weight, heights).
- Speedometer (odometer).
- Gasoline pumps.
- Other meters.

h. To learn to make change.

- Receipts, etc.
- Cash registers (manual and electric).

i. To use facilities of a bank.

- Open an account.
- Fill out deposit slips.
- Write checks correctly.
- Read and understand bank book entries.

j. To write numbers from dictation.

k. To learn to use calendar and to write dates.

- To know the seven days of the week.
- To know the twelve months of the year.
- To know the number of days in a year.
- To know the number of weeks in a year.

l. To learn more about the clock.

- a.m. and p.m. time.
- Standard and daylight time.
- Time zones and changes.

m. To be able to read and understand:

- Signboards and signs.
- Car licenses.
- Telephone numbers.
- Zip Codes.
- Price tags.

3. Phase III (Work Study)

a. To be able to perform the four fundamental operations with whole or money numbers with some degree of speed and accuracy.

b. To use fractions in measuring, etc.

c. To solve problems of personal and family budgeting.

- Rent.
- Food.
- Clothing.
- Utilities.
- Savings.
- Emergencies (illness, possible layoff from job, accident to car, etc.)
- Insurance (life, car, home).
- Taxes (Federal and State, FICA).
- Leisure and vacation expenses.

d. To figure earnings.

- Per hour.
- Per day.
- Per week, year.
- Overtime pay (time and a half, double time.)
- Commissions on sales (piecework).
- Deductions (Social Security, Hospitalization).

e. To estimate cost of "dates".

- Transportation.
- Entertainment.
- Food.
- Gifts.

f. To figure expense on owning and driving a car.

- Initial cost.
- License and registration costs.
- Insurance.
- Financing.
- Tires, gasoline, oil.
- Repairs.
- Credit Card (credit time charges).

g. To be aware of income taxes and the obligations of making a yearly return.

- Federal.
- State.
- City.

h. To know risks in lending or borrowing.

- Danger (advantages) of time payments.
- Dangers of borrowing money from loan companies.
- Dangers of signing another's note.
- Need to consider carefully before lending or borrowing money.

i. To refrain from using earnings foolishly.

- Gambling.
- Get rich quick gimmicks.
- Treating friends.

j. To be able to use facilities of bank, post office, etc. with confidence.

- Checking accounts.
- Savings accounts.
- Money orders (bank and postal)

k. To know advantages of insurance.

- Automobile (required).
- Life.
- Health.
- Retirement.

l. To be able to meet specific job problems.

- Cooks (recipe measuring).
- Carpenter (use of ruler, square root).

Arithmetic

1. Background

2. Incidental knowledge and experience.

   a. Concept of check.
   b. Purpose of checking account, why necessary, how and where opened.
   c. Visit to bank to make application for pay-as-you-go checking account to familiarize pupils with proper procedure.
   d. Ability to write number names and symbols, to subtract dollars and cents, and to write signature.
   e. Familiarity with terms: check, payee, signature, balance, amount, draw.

3. Objectives.

   a. To increase social competence.
   b. To appreciate the function of a checking account.
   c. To recognize the record value of checks vs. cash.
   d. To realize the importance of keeping check book properly.

4. Procedure.

   a. Discuss the value of paying bills by check (record, safety).
   b. On chalkboard or newsprint, have large replica of printed check and stub.
   c. Read information printed on replica, and discuss filling in of blanks with necessary information (date, name of payee, amount of check written in symbols and number names and the reasons for this, the check number and signature) and the information required on stub (date, check number, name of payee, purpose of check, amount, balance.)
   d. Fill in desired information in each space, being sure information on both sections corresponds.
   e. Subtract amount of check from bank balance and make proper entry on stub.
   f. Have pupils make out individual check (provided by bank) similar to model to be kept in notebook for reference.

5. Summary.

   a. Review the importance of making out check properly so that it will be honored.
   b. Stress the importance of the personal signature in this and other matters.
   c. Stress the importance of keeping the stub accurately to show balance in account at all times.

6. Suggested Arithmetic Textbooks.

   Phase I

   Working with Numbers
   Steck Vaughan
   Grades 3 - 4 - 5

   Preparing for Success in Life -(Pre-Vocational)
   Houston Public School
   Curriculum Bulletin #61CBP72

   Phase II:

   Working With Numbers
   Steck Vaughan
   Grades 4 - 5 - 6

   Arithmetic in My World
   Allyn and Bacon
   Grade 7

   Mathematics in Living - Book I
   Pruett Press

   Target Mathematics - Book Iv, V, VI
   Mafex Associates, Inc.

Phase III:

Arithmetic In My World
Allyn and Bacon
Grade 7 - 8 - 9

Mathematics In Living - Book II, III, IV
Pruett Press

II. Language Arts Guidelines

A. Goals

The Language Arts should provide a general and practical guide for our Vocational Education students who will be going to work immediately after completing school. These guide lines are designed to provide appropriate instruction in the skills that the student will be using in his daily work and in his adult life.

Because of the fact that our students are receiving terminal education, it is important that the Special-Vocational student be given a sound and practical program in the Language Arts. When adequately motivated he is able to learn and learn well! Furthermore, he often has the ability to comprehend significant ideas when these are offered for his consideration. The Language Arts, in order to hold our students interest, must deal with significant ideas, presented in a way that is meaningful to him.

If the Language Arts goals are to be achieved, the teacher must provide for flexibility in instruction, short, well planned units of work, adequate review and repetition, and realistic purposeful goals.

B. Specific Language Arts Aims in Our Three Phase Program.

1. To develop oral communication which will involve skills in understanding, oral directions, verbalizing and listening.

2. To develop the ability to use written expression in practical situations.

C. Learning Experiences

1. Phase I. (Pre-Vocational)

Oral Language

a. To be able to participate in informal discussions.

- Making class plans, reports.
- Discussing a story read.
- Discussing behavior (bus, cafeteria, playfield).
- Health hints.
- Personal grooming.
- Plans for a field trip.

b. To be able to dramatize situations.

- Ordering in a restaurant.
- Making telephone calls (doctor, dentist, home).
- Ordering in a store.

c. To speak in sentences.

- Simple conversations

d. To talk over the telephone.

- With pleasing voice.
- Courteous speech.
- Proper dialing.

e. To tell about a picture.

f. To answer questions clearly.

g. To share ideas freely.

h. To develop the ability to show special emphasis as in questioning, completion of thought, characterization by the voice, etc.

Written Language

a. To be able to compose short social notes.

- Thank you notes.
- Postcards.
- Greeting cards.
- Invitations.

b. To use pen.

c. To capitalize titles, days, months, holidays, cities and states. Use of capital letter at beginning of sentences and for proper nouns.

d. To become aware of the need for punctuation.

- Period.
- Question Mark.
- Apostrophes.
- Commas.

e. To begin to construct simple corpositions.

- Margins.
- Indent.
- Topic sentence.
- Sequence of thought.

f. To begin alphabetizing.

g. To continue to develop the skill of using the dictionary for finding words for spelling and meaning.

h. To continue to develop cursive and manuscript writing.

Listening

a. To learn to get directions accurately.

b. To learn to follow directions necessary to life.

c. To learn to listen politely, without interruption.

2. Phase II (Vocational Adjustment)

Oral Language

a. To be able to hold informal discussions.

- News events.
- Discussing a story read.
- Ways to apply for a job.
- Courtesy (on the telephone, on the job).
- Personal grooming.
- Dating.
- Behavior (Public events, transportation).

b. To be able to dramatize situations or practice in dialogue.

- Asking for directions and following them.
- Opening an account (bank, store, etc.).
- Introducing people.
- Having guests for dinner.

c. To begin to express himself.

- Fluently.
- In context.
- In several well defined sentences.

d. To be able to use telephone correctly.

e. To understand need for developing useful vocabulary in field of vocational and community living.

f. To begin to use an easy, clear, relaxed voice.

g. To begin to use suitable attitudes in oral speech.

Written Language

a. To be able to write friendly letters.

- Thank you notes.
- To friends, relatives.
- Invitations.
- Addressing envelopes.
- Personal letters.

b. To use pen.

c. To be able to capitalize and punctuate with some confidence.

d. To be able to fill out various types of forms.

- Mail order houses.
- Job applications.
- Money orders, postal orders.
- Social Security Cards.

e. To be able to spell with some degree of accuracy words used in written work.

f. To be able to develop a paragraph.

- Indent.
- Topic sentence.
- Sequence of thought.

g. To become acquainted with the skill of typewriting where possible and practical.

h. To understand the need for correct form, etc. in business letters.

i. To learn use of dictionary, where possible, to meet vocational and life needs.

Listening

a. To learn to get directions accurately and follow them.

b. To learn to follow directions necessary to life.

c. To learn to listen politely, without interruption.

3. Phase III (Work-Study)

Oral Language

a. To be able to hold informal discussions.

- Good grooming.
- Dating and sex.
- News events.
- Social hints.
- Rules and regulations for certain jobs.

b. To be able to dramatize situations or practices in dialogue.

- Applying for a job.
- Introducing people.
- Making reservations (hotel, sporting event).
- Making phone calls (calling off job, police, hospital).
- Making a date.

c. To develop useful vocabulary to meet job requirements, social, etc.

d. To be able to sell self and abilities to an employer in a respectful, dignified manner.

e. To be able to contribute to a conversation.

- On-the-job.
- Social situations, etc.

f. To be able to express self in well defined sentences

- Opinions, etc.

Written Language

a. To be able to write business letters.

- Request for information.
- Answering newspaper ads.
- Asking for an interview.
- Addressing envelopes.

b. To use pen.

c. To know common punctuation marks.

- Period.
- Comma.
- Quotation Marks.
- Abbreviation.
- Question Mark.
- Exclamation Mark.

d. To be able to capitalize correctly.

e. To be able to fill out all types of forms.

- Application blanks.
- Drivers license, registration.
- Insurance.
- Accident report (auto, compensation).
- Income Tax.
- Selective Service Questionnaire.
- Blue Shield, Blue Cross forms.
- Credit card application and receipts.
- Registration for voting.

f. To be able to write with confidence a business letter.

- Correct form.
- Sequence of thought.

Listening

a. To learn to get directions accurately.

b. To train in following directions necessary to life.

c. To learn to listen politely, without interruption.

4. Suggested Language Arts Textbooks.

Phase I

Using Good English
Laidlaw Brothers
Grades 3 - 4 - 5

Continental Press

Beginning Dictionary
Scott Foresman Co.

Phase II

Using Good English
Laidlaw Brothers
Grades 4 - 5 - 6

Continental Press

Living Your English
D. C. Heath
Book 11

Junior Dictionary
Scott Foresman Co.

Turner-Livingston Communication Series
Follett Publishing Co.
Reading Level 4 - 6

Phase III

Using Good English
Laidlaw Brothers
Grade 5 - 6 - 7

Living Your English
D. C. Heath
Book 12

The English Language
Harcourt, Brace and World
Grade 7

Junior Dictionary
Scott Foresman Co.

Continental Press

Scholastic Scope
Scholastic

III Reading Guidelines

A. Goals.

Reading is both the most important and the most troublesome subject for our Vocational Education students. It is most important since it is a tool the mastery of which is essential to the learning of nearly every other school subject. It is most troublesome since many of our students have failed for many years in this elementary skill and have developed a certain apprehension about their ability to handle the subject. Nevertheless, it is one skill which must be emphasized in our classes. Successful living today requires some reading competence.

There are many techniques in use today in the field of reading. No one method is the method for our students. What is successful with one pupil or class may not be successful with another. Very often techniques that are not considered desirable with normal pupils will prove successful in our classes. If it brings success it should be used.

Reading instructions and materials must be adjusted to the individual student without regard to class placement. The teacher should concentrate all efforts on developing comprehension at the student's level rather than attempting to increase rate of speed beyond a reasonable standard for him. Emphasis must be placed on comprehension.

The bulk of the reading activities for our Vocational Education students should consist of concepts related to the working world. Interests should be directed toward the work areas where the student is most likely to find employment. Specific vocabularies pertinent to job opportunities, etc. and reading for enjoyment should also be an important part of the instruction.

B. Specific Reading Aims In Our Three Phase Program.

1. To provide opportunities to develop general skills necessary for reading. (Discrimination in words, letters, etc.; eye movements).

2. To instruct the child to master reading skills commensurate with his development.

3. To furnish varied reading experiences to enable the child to gain freedom in reading for information as well as for enjoyment.

4. To provide help in knowing where and how to gain desired information.

5. To provide suitable reading materials.

C. Learning Experiences.

1. Phase I (Pre-Vocational)

a. To enlarge the students background of experiences.

b. To create an interest in reading to satisfy personal needs.

c. To learn good oral reading habits.

d. To develop a sight vocabulary.

e. To work with the table of contents and glossary.

f. To appreciate sequence of pages.

g. To acquire skill in following oral and written directions.

h. To learn to recall simple facts of a story and to analyse them.

i. To become acquainted with functional reading materials.

- Dictionary (word meanings, correct spelling).
- Telephone directory (locating numbers and addresses, use of Yellow Pages, etc.).
- Newspapers (index, main section, want ads, amusements).
- Catalogues (use of index, interpretation of merchandise, description, order blanks).
- Other materials (menus, programs, hand bills, signs, etc.).

2. Phase II (Vocational Adjustment).

The reading program in Phase II should be a continuation of the Pre-Vocational instruction.

a. To continue to develop skills previously taught.

b. To continue to develop facility in the use of books and desirable attitudes towards books.

c. To continue the development of good oral reading habits.

d. To continue to develop ability to find main idea, sequence of ideas, find details and make inferences.

e. To continue the development of dictionary skills.

- Telephone directory.
- Town or city directory.

f. To continue to practice reading newspapers.

- News (local, national, international).
- Sports, Weather.
- Radio and T.V. programs.

- Advertisements (help wanted ads, for sale ads, lost and found ads, food and clothing ads).
- Comics.
- Entertainment schedules.
- Birth announcements and obituaries.

g. To develop interest in magazine reading.

- For enjoyment (stories, cartoons).
- For information (good grooming, social hints).
- To improve home making.
- Skills (receipes, using new appliances, entertaining).

h. To develop ability to read material related to ones occupation.

- Rules and regulations.
- Notices on bulletin board.
- Directions for making something.

i. To continue to develop reading for community living.

- Maps.
- Time tables (bus, train and plane).

3. Phase III (Work Study)

The reading program in Phase III should be a continuation of the Pre-Vocational and Vocational Adjustment instruction.

a. To further reinforce all skills previously taught.

b. To continue to develop interest in reading by motivation, following job interest, realistic life situations, etc.

- New York State Driver's Manual.
- Job briefs, etc.
- Etiquette.

c. To continue to develop good oral reading habits.

d. To be able to use with complete confidence the dictionary, encyclopedia, world atlas and almanac.

e. To continue to familiarize the student with types of reading material he will use in the world of work and in later life.

- Newspapers (to shop intelligently, to understand the news of the day, etc.)
- Magazines (for enjoyment, mechanics, hobbies).
- Occupational material (signs pertaining to work, blue prints, etc.).

- Community Living (traffic rules and regulations as pertains to a driver, highway signs).
- Travel brochures.

f. To encourage the reading of good literature.

4. Suggested Reading Textbooks.

Phase I

The Job Ahead - Basal Reader
Science Research Associates
Work books 1 and 2

Teen Age Tales
D. C. Heath Co.
Books A - B - C

Accent Education
Follett Publishing Co.
Reading Level 3 - 4

Reading Laboratory
Science Research Associates

Skill Builders
Reader's Digest Services, Inc.

Functional Basic Reading Series
Stanwix House

Phase II

The Job Ahead - Basal Reader
Science Research Associates
Workbooks 3 and 4

Teen Age Tales
D. C. Heath and Co.
Books 1 - 2 - 3 - 4

Turner Livingston Reading Series
Follett Publishers
Reading Level 5 - 6

Vocational Reading Series (4 Titles)
Follett Publishers
Reading Level 4 - 6

Understanding The Automobile
Follett Publishers
Reading Level 6 - 7

Phase III

The Job Ahead - Basal Reader
Science Research Associates
Workbook 5

In Orbit, On Target, Top Flight
Scott Foresman
Reading Level 5

Rochester Occupational Series
Science Research Associates
Low level, less competent.

Skill Builders
Readers Digest

Adult Readers
Readers Digest

New York State Operators Manual
New York State Motor Vehicle Bureau

Turner-Livingston Communication Series
Follett Publishing Co.
Grades 6 - 7

IV. Social Studies Guidelines

A. Goals

An understanding of Social Studies will guide our Vocational Education students into better ways of living together, solving their problems, understanding the environment in which they live. It is important that they understand and appreciate the community, county and state, (Phase I); county, state and nation, (Phase II); and the state, nation and world, (Phase III); in which they live. It will be meaningless for students to be given a chronological history of his country. He can be taught to understand important functions of the law-making bodies he comes in contact with. He can learn to appreciate his country's great men and what some of them stand for. He can be taught to use a newspaper to get information he may want to use. He can be taught the privileges and the obligations of voting. He can be taught respect for work and the need to be a responsible worker.

The student should be made aware of the various levels of government on a level he can understand. He should be taught to be proud of his American heritage. It should be the ultimate goal of the teacher toteach our Vocational students to function cooperatively with others in a democratic society.

B. Specific Social Studies Aims In Our Three Phase Program.

1. To develop an understanding of ones own situation and immediate environment.
2. To develop a respect for work and workers.
3. To develop respect for our country and its symbols.
4. To develop good citizenship.
5. To develop an understanding of current happenings in the state, nation and world.
6. To develop respect for law and a desire to conform to the laws.
7. To develop an understanding of other people and their problems.

C. Learning Experiences.

1. Phase I (Pre-Vocational).

   a. To discuss family living.

      - Responsiblity of each member.
      - Problems of daily living in the home.

b. To know the neighborhood and its relationship to the town in which they live.

c. To become familiar with various sections of their home town.

- Libraries.
- Public buildings.
- City Hall and the offices within.
- Historical points.
- Court House.

d. To become familiar with the geographic features of their city or town.

- Political and natural boundaries.
- Rivers, lakes.
- Oceans.

e. To know the services and job opportunities provided by their city or town.

- Garbage.
- Sanitation.
- Water Department.

f. To learn about transportation in their city or town.

- Types of transportation.
- Costs and standards of conduct on public vehicles.
- Best route in terms of time and cost. (To get to work, doctors appointment).

g. To know means of communication in their city or town.

- Telephone.
- Telegraph Services.
- Postal syster.
- Motion pictures.

h. To know something of their city government.

- Need for and functions.

i. To know something of the elected officials of their city or town.

- Mayor.
- Town Clerk.
- Town Council.
- Other town officers.

j. To know the how and why of taxes in their town, county and state.

- Real estate.
- School tax.
- State tax.
- Sales tax.

k. To know the need for licenses in their town, county and state.

- Hunting, fishing and dog licenses.
- Business license.
- Driver's license and registration.

l. To know the duties and responsibilities of citizenship.

- City laws and ordinances and why they should be obeyed.
- Participation in elections.
- Functions of courts in town, county and state.

m. To know the relationship between the city, county and state.

- Location of other cities and their importance. (Albany as the capitol).

n. To know the many services and job opportunities offered by the state.

- Fire Wardens.
- Maintenance of state buildings, roads, bridges and parks.
- Auto registration, inspection and licensing of operators.

o. To know about current events.

- Newspaper.
- Television.
- Radio.

2. Phase II (Vocational Adjustment)

a. To know something about the state government.

- Governor, Lieutenant Governor.
- State Legislature.
- State Court.

b. To know the how and why of taxes in the state and nation.

- Federal Income Tax.
- State Income Tax.
- Social Security Tax.
- Cigarette Tax.
- State and Federal Gasoline Tax.

c. To know something of their county and other counties in the state.

- Names of adjoining counties.
- Location of adjoining counties.

d. To use maps for place locations.

- Political, physical and road maps.
- Identification of land and water masses.
- Use of road maps for travel.
- Location of cities and routes.
- Use of rail and air maps.
- Local maps (to get to work).
- Map of the United States.

e. To know something about the Federal Government.

- President and Vice President.
- Cabinet.
- Congress.
- Armed Forces.
- Supreme Court.

f. To know about persons who made our country what it is.

- Statesmen.
- Inventors.
- Explorers in science and medicine.

g. To know the heritage and brief history of our country.

- Local, state and national historical points of interest.
- Pride in America and in famous Americans.

h. To use a newspaper as an agent of information.

- Local, national and international news.

i. To know about current events.

- Newspapers (local, national, international).
- Television.
- Radio.
- Weekly Reader.

j. To assume responsibility of citizenship.

- Voting.
- Choosing candidates.

k. To know job-getting facilities in the community.

- Want ads.
- Placement agencies.
- New York State Employment Service.
- D. V. R.
- Other vocational rehabilitation facilities.

l. To guide students in choosing occupations at which he may have some chance of success.

3. Phase II (Work Study)

a. To know our federal government.

- Location of Washington, D. C.
- Main branches of government. (Executive, Legislative and Judicial).
- Cabinet.
- Federal Departments.
- Taxes.
- Armed Forces.

b. To continue to practice citizenship.

- Voting.
- Evaluating candidates, parties.

c. To be aware of current events on the national and international scene.

d. To continue to develop and practice map skills.

- City and community.
- County and state.
- Country and world.

e. To know something of the United Nations.

- Members.
- Purpose.
- Functions.
- Plan class trip to N.Y.C. to visit U.N.

f. To develop student awareness of problems in his world which he can help combat.

- Air pollution.
- Water pollution.
- Clean America Program.
- Home and automobile safety.

g. To continue to develop social studies skills to aid ones self on-the-job.

4. Suggested Social Studies Textbooks.

Phase I

Foundations of Citizenship
Frank E. Richards, Publisher
Books 1 and 2

Rights and Duties of Citizens
Frank E. Richards
Book 1

New York State In Story
Frank E. Richards
Park I, Reading Level 4
(Geography of N. Y. S.)

Richard's Atlas of New York
Frank E. Richards
Reading Level 4
(For entire class)

Junior Weekly Reader
American Educational Publications

Continental Press

Local Newspapers in Northern Westchester area

Phase II

Study Lessons In Our Nations History
Follett Publishing Co.
Reading Level 4 - 6

New York State In Story
Frank E. Richards
Part II, Reading Level 4
(History of N.Y.S.)

New York Daily News

Life Magazine
Time and Life Publishers

Continental Press

Study Lessons On Map Reading
Follett Publishing Co.
Reading Level 4 - 6.

Phase III

World History Study Lessons
Follett Publishing Co.
Reading Level 7 - 9

New York Daily News

Life Magazine
Time and Life Publishers

Senior Weekly Reader
American Educational Publications

Phase II

INTRODUCATION TO AMERICAN GOVERNMENT

Field of Study First Week	Objectives	Activities and Resources
Introduction to American Government	To familiarize students with the course and explain things to be accomplished.	Lecture and class discussion.
History of our Government	Help students to see that people are responsible for establishing government.	Lecture and class discussion.
Bill of Rights	Help students to see that the people are the ones who make the laws and declare what rights they shall have.	Organize the class into a form of government and let them draw up some bills and laws, orally.
The Constitution	Dramatize the problems encountered in the formation of the first ten amendments to the U.S. Constitution.	Show and discuss film "The Constitution" or obtain copies of Constitution and Bill of Rights.
Levels of Government	Aquisition of Knowledge of processes of Federal, State and Local Governments.	Use maps to show the breakdown of the boundaries that determine the levels of government.
Second Week		
Current Events	Help to keep students interested with strong emphasis on the local level.	Discuss current events. Keep a bulletin board for posting newspaper and magazine articles and pictures.
Test on History and breakdown of U.S. Government System	To find if students are grasping ideas, and as a learning situation.	Test, with very little pressure or anxiety for students.
Income Taxes	Help students understand what income taxes are for, and first rules of how to file.	Have students fill out a 1040 form or use overhead projector for oral discussion.
Social Security	Familiarize students with the Social Security plan, and the necessity of a card.	Let students who have cards report to class on manner of obtaining them.

Field of Study Third Week	Objectives	Activities and Resources
Current Events	Help to keep students interested with strong emphasis on the local level.	Discuss current events. Keep bulletin board as in second week.
Postal Service Mail	Show students how efficient our mail service is, and how to properly address and mail letters.	Assign a dependable student the task of personally delivering a letter across town, then reporting to class the cost and time compared to our mail service.
Postal Service Money Orders	Show students how to obtain and use the postal money order.	Obtain money order blanks and have students fill out in class.
Banks	Help students to understand services afforded by banks.	Film from B.O.C.E.S. library or other source.
Banks - Savings and Checking Accounts	Help students understand how to deposit money and write out checks. Also, how to figure balances.	Fill out deposit slips and write out checks. Obtain forms from banks.
Fourth Week		
Current Events	Same as third week.	Same as third week.
Banks	Show students the bank in natural operation.	Field trip to a bank.
Banks.	Help students to understand the operation of the bank.	Set up a mock bank with tellers, cashiers, and trustees, and let students open accounts.
Banks	Help students making change.	Continue the mock bank, with emphasis on making change with play money.
Employment	Point out that the State maintains an employment office and pays benefits to unemployed who are properly registered.	Lecture and class discussion.

Field of Study Fifth Week	Objectives	Activities and Resources
Current Events	Same as third week.	Same as third week.
Employment	Help students to see the importance of jobs; help them to become interested.	Have students who are working or have worked tell of their job and what their employer expects of them.
Employment	Help students in filling out job applications.	Obtain job application blanks from different firms.
Voting	Help students see that every citizen has the privilege and duty to vote.	Obtain old ballots and have students mark them properly; using voting machine.
Voting	Help students to wisely choose candidates. Elicit suggestions.	Have a mock election in class, with students campaigning and making speeches.
Sixth Week		
Current Events	Same as third week.	Same as third week.
Test on material covered to date	To see if students are grasping ideas, and as a learning situation.	Test with very little pressure or anxiety.
City Government	Help students understand organization and administration of city government.	Lecture and class discussion.
City Government	Help students understand problems a city must face.	Invite a member of City Government to speak in class on "Problems of City Government", and how we as citizens can help.
City Government	Give students training in letter writing and social practices.	Have students write a letter to guest speaker, thanking him for his visit and information.
Seventh Week		
Current Events	Same as third week.	Same as third week.
City Government	Help students to better understand City Government.	Film on City Government.

Field of Study Seventh Week continued	Objectives	Activities and Resources
Police Department	Help students to understand services and protection provided by Police Department.	Lecture and class discussion.
Police Department	Help students to become acquainted with the duties of a policeman.	Invite a member of the Police force to come and speak to the class.
Police Department	Give students training in letter writing and social practices.	Have class write a letter to policeman and Department thanking them for visit and speech.
Eighth Week		
Current Events	Same as third week.	Same as third week.
Police Department Traffic Violations	Help students understand what to do when receiving traffic ticket.	Class discussion using charts and drivers' manual.
Police Department Traffic Violations	Familiarize students with traffic regulations and road signs.	Field trip to City Hall and License Bureau, if possible.
Judicial System	Help students understand our Judicial system.	Lecture and class discussion.
Courts	To show students court procedures in actual operation.	Field trip to a courtroom. Time for teaching this unit may have to be revised to fit court schedules. (White Plains Court.)
Ninth Week		
Current Events	Same as third week.	Same as third week.
Courts	Help students to better understand procedures, and rights of those accused of crimes.	Set up a mock court, with a judge, defense counsel, prosecutor, jury, plaintiff and baliff.

Field of Study Ninth Week continued	Objectives	Activities and Resources
Courts	Help students to better understand procedures and rights of the accused.	Continue court procedure.
Courts	More and fuller understanding of procedures and rights.	Continue court procedures.
Test on material covered to date	See if students are grasping material and as a learning situation.	Test, little pressure or anxiety.
Tenth Week		
Current Events	Same as third week.	Same as third week.
Fire Department	Help students to understand services provided by the Fire Department.	Lecture and class discussion
Fire Department	Help students understand the duties of a fireman.	Invite a fireman from the local department to speak to the class on the duties of a fireman, and the corresponding responsibilities of citizens.
Fire Department	Give students training in letter writing and social practices.	Have class write a letter to the fireman and the department thanking them for the visit and the information.
Fire Department	Let students see the Fire Department and equipment.	Film on "Fire Department Function".
Eleventh Week		
Current Events	Same as third week.	Same as third week.
Fire Department	See how observing students are; develop skill in writing reports.	Have class write a report on the trip to the Fire Station.
Car and Drivers' Licenses	Help students understand they must have these licenses to operate an automobile.	Lecture and class discussion.

Field of Study Eleventh Week continued	Objectives	Activities and Resources
Car and Drivers' Licenses	Show students how to obtain licenses.	Field trip to the Police Department and License Bureau.
Car and Drivers' Licenses	See how observing the students were, and to develop skill in writing report.	Have class write a report on the trip.
Twelfth Week		
Current Events	Same as third week.	Same as third week.
Test on material covered.	Grasp of ideas and learning situation.	Test, little pressure or anxiety.
Utilities	Show students how we benefit from public utilities.	Lecture and class discussion.
Utilities	Show students how to apply for these services and pay utility bills.	Field trip to public utility offices.
Utilities	See how observant students were, and develop skill in speaking.	Have students give an oral report on trip.
Thirteenth Week		
Current Events	Same as third week.	Same as third week.
Department of Sanitation	Show students the importance of sanitation in a community.	Lecture and class discussion.
Department of Sanitation.	Show students how Department of Sanitation defends City's health.	Film or field trip to Sanitation works.
Schools	Show students how a community maintains schools.	Lecture and class discussion
Schools	Teach students respect of public property.	Have class take an inventory of the classroom furniture and fixtures

Field of Study Thirteenth Week continued	Objectives	Activities and Resources
Schools continued		and compute the cost to taxpayers. Invite custodian to speak to class.
Fourteenth Week		
Current Events	Same as third week.	Same as third week.
Test on material covered	To ascertain grasp of material, as in a learning situation.	Little anxiety or pressure.
Recreational Facilities	Acquaint students with places of recreation operated by the city.	Have students give an oral report on parks near their home.
Social and Civic Organizations	Help students to assume the attitude of individual responsibility for participation.	Film, or invite a representative of a civic organization to speak to class.
Fifteenth Week		
Current Events	Same as third week, with addition of State, national and world.	Same as third week with additions.
Social and Civic Organization	Help Students in assuming individual responsibility for participation.	Lecture and class discussion.
Y.M.C.A. and Y.W.C.A.	Introduce students to organizations in the community for youth.	Invite public relations man from Y.M.C.A. to visit class and speak, or show film strip on operation of the Y.M.C.A. and Y.W.C.A.
Y.M.C.A. and Y.W.C.A.	Give students training in letter writing and in social practices.	Have class write a letter to Y.M.C.A. representative thanking him for visiting them.
Parent - Teacher Groups	Help students to see that one day they may be parents, may be teachers, and they should have an active part in these organizations.	Class discussion.

Field of Study Sixteenth Week	Objectives	Activities and Resources
Current Events	Same as third week, with additions as shown in fifteenth week.	Same as third week, with additions.
Review material covered during term	To help students see the problems of government studied this term.	Organize a panel of class members to discuss problems of government.
Review material covered during term	Prepare students for test, and as a learning situation.	Class discussion.
Review all material covered during term.	Prepare students for test, and as a learning situation.	Class discussion.
Test all material covered during term	Find out how well the students grasp the material, as an evaulation.	Test.

Seventeenth Week

Review of all forms filled out by class during semester. If possible, field trips to seats of home, state or Federal Government. If not possible, schedule field trips to places of employment, and to points of historical interest in Westchester and in New York City and surrounding areas.

Write reports on field trips.

Write letters to neighboring states for information (brochures) pertaining to their early history and other pertinent facts.

Eighteenth Week

Lay groundwork for next unit; General Business. Relate new unit to facets of unit just completed; also to current events: local, state, national, world and spaces.

Class discussion on points of interest appealing to each class member, with a view towards future field trips.

Teacher - pupil evaluation of material covered.

Instructional Resources

First Week: Library of Congress, state or local library, for film "The Constitution. U.S. Government Printing Office and Superintendent of Documents for copies of the Bill of Rights and the Constitution.

Maps of the United States and the home state. (Also see last page).

Second Week: (Also to be used for reference in succeeding weeks) --- The Educational Department of the New York Herald Tribune, for the following and other free materials --- "Learning About the United States".

"Teaching Federal Income Taxes" students Handbook, U.S. Treasury Dept., Internal Revenue Service, - Publication #21 - (Rev. 10/59).

Life Magazine, New York Times, New York Herald Tribune, Time and Newsweek Magazines.

Social Security Board (Federal).

Social Security Board (Local).

Third Week: Postmaster General, Local postoffice, local banks. World News Chart (weekly) - Silver-Burdette Company.

Fourth Week: Local State Employment Service; Job Corps.

Fifth Week: Same as above, plus contacts with local businessmen and firms. Contact local chairmen of political parties and election boards.

Sixth Week: Contact local civic officers and leaders.

Seventh Week: Contact head of local police department, obtain any available material pertinent to unit.

Eighth Week: Contact at least one local court, preferably making a definite appointment with a judge or magistrate of such court.

Ninth Week: Continuation of materials gathered in eighth week.

Tenth Week: Obtain all available materials from chairman of Fire Prevention Week program, and from local fire department, and local insurance branches.

Eleventh Week: Obtain drivers manuals for entire class from license bureau; also application forms for operators' license and car registration.

Twelfth Week: Obtain any available brochures from the utility companies, plus forms and blanks.

Thirteenth Week: Get all available materials from Sanitation Dept.

Fourteenth Week: All available materials from Parks Departments, both local and state; also all materials from local social and civic organizations.

Fifteenth Week: Get all available materials from Y.M.C.A. and Y.W.C.A.

Available textbooks may be used in teaching this unit, but for this course I prefer to place emphasis on papers and booklets which can be obtained and distributed at no cost. In this way, each student will be able to have a copy of each pamphlet or paper, which he may keep.

APPENDIX A

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Sole Supervisory District of Putnam and Westchester Counties
42 Triangle Center Yorktown Heights, New York 10598
SPECIAL EDUCATION DEPARTMENT

TEACHER'S WORK TRAINING PROGRESS REPORT

Trainee _____ Date _____
Firm Name _____ Address _____ Phone _____
Employer _____

	ALWAYS	USUALLY	SOMETIMES	SELDOM	NEVER
Does he follow directions?					
Does he accept constructive criticism?					
Does he sustain routine?					
Does he get along with co-workers?					
Does he see things to be done?					
Does he like his work?					
Does he dress appropriately for the job?					
Does he come to work every day?					
Does he get to work on time?					
Is he a steady worker?					
Can he work by himself?					
Does he meet production schedules?					
Does he take care of tools and other equipment (with which he works)?					
Is he neat and clean when this is required on the job?					
Does he do his share of work?					
Does he observe the rules of the company regarding smoking, eating on the job, etc.?					
Does he observe safety rules and regulations?					
Is he courteous?					
Is the quality of his work satisfactory?					

Are you satisfied with the trainee's progress? _____
Can he do his job? _____

Comments: _____

_____

APPENDIX C

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Sole Supervisory District of Putnam and Westchester Counties
42 Triangle Center Yorktown Heights, New York 10598
SPECIAL EDUCATION DEPARTMENT

COORDINATOR'S REPORT

Trainee: _____ Date placed on job: _____

Station: _____ Week of: _____

Job: _____ Training hours: _____ to _____

Days absent: M T W T F M T W T F

Reason for any absence: _____

_____

_____

Trait	Rating*	Comment
Appearance		
Courtesy		
Punctuality		
Dependability		
Accuracy		
Cooperation with employer		
Relationship with other employees		
Reaction to criticism		
Ability to do this job		

*U-unsatisfactory, S-satisfactory, G-good, O-outstanding

Areas in which he needs help: _____

_____

Other comments: _____

_____

_____
Coordinator

_____
Date

APPENDIX D

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Lola Supervisory District of Putnam and Westchester Counties
42 Triangle Center Yorktown Heights, New York 10598
SPECIAL EDUCATION DEPARTMENT

TRAINEE'S REPORT

Trainee: _____ Date Placed on Job: _____

Station: _____ Week Of: _____

Days absent: M T W T F

Reason for any absence: _____

_____

Jobs Performed: _____

_____

Amount earned this week: _____

Comments about my work this week: _____

_____

_____

I learned how to do these new things: _____

_____

I made these mistakes: _____

_____

I need help in these areas: _____

_____

My most interesting experience while working this week: ___

_____

_____
Trainee

_____
Date

Coordinator's Comments: _____

_____

_____ _____
Coordinator Date

APPENDIX E

INTERVIEW SCHEDULE

VRA RD 1279-P

FOLLOW-UP SCHEDULE

Date of Interview _____ Interviewer_____

Informant _____

Name _____ Sex (Circle) M F

Address _____ Phone _____

Place of birth _____ Birthdate _____

SCHOOLING

1. High school attended _____

2. When did you leave high school? _____

_____

3. Why did you leave high school? (if client didn't graduate)

_____

_____

_____

_____

*4. Did you like high school?

_____ Very much _____ Somewhat

_____ Not too much _____ Not at all

5. Additional academic training. (Indicate dates, length, type, area, outcomes, etc.)

_____

_____

_____

*These items are to be omitted if the informant is someone other than the clinet

6. Additional vocational or trade training (Indicate dates, length, type, area, outcome, etc.)

_____

_____

_____

_____

*7. How satisfied are you with the amount of education you had?

Do you feel (1) _____ you had too much schooling: (2) _____ enough schooling; (3) _____ too little schooling.

EMPLOYMENT HISTORY

1. Are you working now? _____Yes _____No. (If not, skip to Question 17)

2. What kind of job is it? (gross job description)

_____

_____

_____

_____

3. Date job was obtained _____

4. Pay (before taxes, by week or by hour, whichever appropriate) _____

5. Hours _____

6. Steady, seasonal, or temporary (encircle one)

7. How did you find this job? _____

_____

_____

_____

*8. How well are you doing at this job?

_____Very well _____Better than average

_____Just average _____Not very well

9. Have you had any promotions? Yes _____ No _____

10. Have you had any raises? Yes _____ No _____

*11. How much ability do you think it takes to do the kind of work you do?

_____ A lot of ability _____ Some ability

_____ A little ability _____ No ability

*12. Do you like this job?

_____ Very much _____ Somewhat

_____ Not too much _____ Not at all

*13. What are your chances for advancement or promotion on this job in the next year?

_____ Pretty good _____ Maybe _____ Not so good

*14. What are your chances for a raise in the next year?

_____ Pretty good _____ Maybe _____ Not so good

*15. How do you get along with your supervisor? (employer, foreman)

_____ Very well _____ Pretty well

_____ Not too well _____ Badly

*16. How do you get along with your co-workers?

_____ Very well _____ Pretty well

_____ Not too well _____ Badly

17, (If not working at present) Are you looking for work?

_____ How? _____

_____

_____

_____

18. (If no) Why not? _____

_____

_____

19. (If not working at present) What kind of job would you like to have?

_____

_____

_____

20. (If not working at present) Where do you get your money to live on?

_____

_____

_____

_____

W O R K H I S T O R Y *

JOB DESCRIPTION	DATES JOB OR BEING UNEMPLOYED	REASONS FOR LEAVING

Do not include current job or first job after client completed schooling. This chart should chronologically reflect work history and periods of unemployment. Use back of page if necessary.

21. After leaving high school, how long did it take until you got your first job?

_____

_____

22. (If there is a time gap) Why did it take this time?

_____

_____

_____

23. How did you find this job? _____

_____

_____

24. What kind of a job was it? (gross job description)

_____

_____

_____

25. Hours _____

26. Steady Seasonal or Temporary (encircle one)

27. Why did you leave this job? _____

_____

_____

_____

FAMILY RELATIONS

1. (Since the time that the client completed high school) Whom have you lived with? (Include whom the client is currently living with. Indicate individuals by role, e.g., wife, father, mother, aunt, friend, etc.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. (For each person that the client is currently living with)

*How do you get along with _____?

___Very well ___Pretty well ___Not too well ___Badly

*How do you get along with _____?

___Very well ___Pretty well ___Not too well ___Badly

*How do you get along with _____?

___Very well ___Pretty well ___Not too well ___Badly

*How do you get along with _____?

___Very well ___Pretty well ___Not too well ___Badly

3. (If client got married since leaving high school, indicate date, current status of marriage, and issue)

_____

_____

_____

4. (If unmarried) Are you engaged or going steady at present.

_____

_____

_____

SOCIAL ACTIVITIES

(Go through list asking which activities individual performed in the last month determine frequencies and apply code:

1. Almost every day
2. Once or twice a week
3. Once or twice a month
4. Did not do during month

1. Visit friends _____
2. Entertain friends at home _____
3. Talk to friends on telephone _____
4. Visit relatives _____
5. Entertain relatives at home _____
6. Talk to relatives on telephone _____
7. (If unmarried) Go out on dates _____
8. Go to parties and other social activities _____
9. Go to a neighborhood bar or other neighborhood hangout _____
10. Go to meeting of clubs, organizations, lodges, unions, or other groups _____

LEVEL OF COMP.

IN THE LAST MONTH:

1. Did anyone manage your money for you? _____
2. Did anyone have to remind you about your appointments? _____

3. Did you take care of your own laundry or dry cleaning? _____

4. Did you do any shopping? _____

5. Were you able to leave your home or neighborhood unaccompanied? _____

6. Did you run out of food or rent money? _____

7. Did you help with any of the housework? _____

8. (For men) How often did you shave ..... every day_____: almost every day _____ once or twice a week? _____

9. Who brought your clothes for you? (not who paid for them) _____

_____

10. What time did you usually get up mornings in the middle of the week?

_____

11. Who woke you up? _____

12. How often did you spend most of the day in bed?

Almost every day ___ Once or twice a week ___

Once or twice a month ___ Not at all ___

HEALTH

1. (Since client left high school) Have you been hospitalized for physical or mental illnesses? (Indicate reasons and dates)

_____

_____

_____

_____

2. (Since client left high school) have you received help or treatment from an agency? (Indicate dates, type of help or treatment, reason client approached agency.) (For counseling, guidance jobs, therapy, financial help, medical help, personal help.)

_____

_____

_____

_____

3. (Since client left high school) Have you ever been to the State division of Vocational Rehabilitation (DVR)? Describe dates and outcome and also indicate how individual was referred there). _____

_____

_____

4. (Since client left high school) Have you had any problems with the courts or police? (Indicate dates, type of difficulty, outcome). _____

_____

_____

_____

5. At the present time, do you have any physical or emotional problem that interferes with your working?

(Explore) _____

_____

_____

6. Do you feel you need any kind of help or treatment at the present time. (Explore) _____

_____

_____

_____

7. Everyone has problems or difficulties. What are your biggest problems these days? _____

_____

_____

_____

GENERAL DEMOGRAPHY

1. Race _____

2. Religion _____

3. Father's usual occupation (gross job description) ___

_____

_____

_____

4. Father's education (highest grade completed) _____

_____

INTERVIEWER'S IMPRESSIONS

* 1. CLIENT'S GROOMING: (don't base your rating on the fashionability of the client's dress)

_____1. Very well groomed
_____2. Above average grooming
_____3. Below average grooming
_____4. Very poorly groomed

* 2. CLIENT'S PHYSICAL ATTRACTIVENESS: (do not base your rating on the client's dress or grooming).

_____1. Very attractive
_____2. Better than average attractiveness
_____3. Below average in attractiveness
_____4. Unattractive

* 3. CLIENT'S ABILITY TO COMMUNICATE

_____1. Has no difficulty in getting meaning across
_____2. Has slight difficulty in getting meaning across
_____3. Is hard to follow at times, but is usually understood
_____4. Meaning can only be understood with great effort

* 4. CLIENT'S COMPREHENSION

_____1. Has no difficulty understanding your questions, statements or instructions.
_____2. Has slight difficulty understanding your questions, statements, or instructions.
_____3. Has moderate difficulty understanding your questions, statements, or instructions.
_____4. Has great difficulty understanding your questions, statements, or instructions.

* 5. HOW AWARE WOULD THE AVERAGE PERSON BE THAT THE CLIENT HAS EMOTIONAL PROBLEMS?

_____1. Highly aware
_____2. Somewhat aware
_____3. Unaware

* 6. RATER'S JUDGEMENT CONCERNING CLIENT'S ODD OR INAPPROPRIATE BEHAVIOR (gestures, verbalizations, mannerisms, actions, etc.)

_____1. No odd or inappropriate behavior evident
_____2. Moderately odd or inappropriate behavior evident
_____3. Bizarre behavior evident

7. ADDITIONAL IMPRESSIONS: (reflecting on validity of schedule)

APPENDIX F

MAIL QUESTIONNAIRE

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Sole Supervisory District, Westchester County
845 Fox Meadow Road

Special Education Program Yorktown Heights, N.Y. 10598

FOLLOW-UP SCHEDULE

Date of Completing Schedule _____

Name _____

Address _____

Place of Birth _____ Birthdate _____

SCHOOLING

1. High school attended _____

2. Graduate: Yes _____ Date _____: No _____

3. Why did you leave high school? (if client didn't graduate)

_____

_____

_____

_____

4. Did you like high school?

_____ Very much _____ Somewhat

_____ Not too much _____ Not at all

5. Additional schooling. (Show dates, length, type, area, outcomes, etc.)

_____

_____

_____

_____

EMPLOYMENT HISTORY

1. Are you working now? ____Yes ____No. (If "No", skip to Questions 17)

2. What kind of job is it? (gross job description) ____

_____

_____

_____

_____

3. Date job was obtained _____

4. Pay (before taxes, by week or by hour, whichever appropriate) _____

5. Hours _____

6. Steady, Seasonal, or Temporary (circle one)

7. How did you find this job? _____

_____

_____

_____

8. Have you had any promotions? Yes _____ No _____

9. Have you had any raises? Yes _____ No _____

10. Do you like this job?

_____ Very much _____ Somewhat

_____ Not too much _____ Not at all

W O R K H I S T O R Y

JOB DESCRIPTION	DATES	REASONS FOR LEAVING JOB OR BEING UNEMPLOYED
First job after school		
Next job		
Etc.		

Do not include current job or first job after client completed schooling. This chart should chronologically reflect work history and periods of unemployment. Use back of page if necessary.

HEALTH

1. Since you left high school, have you been hospitalized for physical or mental illnesses? (Indicate reasons and dates)

2. Since you left high school, have you received or are you presently in need of any help or treatment from any agency? (Indicate dates, type of help or treatment, reason client approached agency.) (For counseling, guidance jobs, therapy, financial help, medical help, personal help.)

3. Since you left high school, have you had any problems with the courts or police? (Indicate, dates, type of difficulty, outcome)